REPORT RESUMES

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POST-SECONDARY EDUCATION NEEDS FOR MEDICINE HAT AND AREA. REPORT I - ADULT INTEREST IN JUNIOR COLLEGE EDUCATION, MEDICINE HAT. REPORT II - OCCUPATIONAL PLANS AND EDUCATIONAL ASPIRATIONS OF GRADE XI AND XII STUDENTS IN SOUTHEAST ALBERTA.

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TWO SURVEYS MADE BY THE ADVISORY COMMITTEE OF MEDICINE HAT JUNIOR COLLEGE (MHJC), MEDICINE HAT, ALBERTA ARE SUMMARIZED IN THIS REPORT--(1) ADULT INTEREST IN STUDY AT THE COLLEGE AND (2) THE EDUCATIONAL PLANS OF STUDENTS IN GRADES 11 AND 12 IN THE COLLEGE SERVICE AREA. IN THE FIRST STUDY, QUESTIONNAIRES WERE MAILED TO 1,669 INDIVIDUALS IN MEDICINE HAT AND REDCLIFF, ALBERTA AND 377 (22.6 PERCENT) WERE RETURNED. THE MAJORITY CLAIMED SOME KNOWLEDGE OF ADULT EDUCATION, WITH A SMALL BUT SIGNIFICANT GROUP, MAINLY ADULTS WITH THE LEAST EDUCATION AND LOWEST INCOME, ADMITTING IGNORANCE. ATTEMPTS SHOULD BE MADE TO DISCOVER AND USE THE MOST EFFECTIVE MEANS OF INFORMING AND MOTIVATING THIS POPULATION IN FURTHER EDUCATION. ADULTS WERE INTERESTED IN A WIDE RANGE OF COURSES WITH HOMEMAKING, ARTS AND CRAFTS, AND SPORTS AND LEISURE ACTIVITIES HEADING THE LIST. THE STUDENT STUDY SURVEYED OCCUPATIONAL AND POST-HIGH SCHOOL EDUCATIONAL PLANS, REASONS FOR WISHING TO ATTEND OR NOT ATTEND MHJC, AND DIFFERENCES IN PLANS OF STUDENTS FROM VARIOUS SEGMENTS OF THE POPULATION. OF THE STUDENTS LIVING IN THE IMMEDIATE AREA, 27.4 PERCENT PLAN TO ATTEND MHJC, AND 47.8 PERCENT OTHER INSTITUTIONS. IN OUTLYING AREAS THESE PERCENTAGES ARE 11.1 AND 71. MANY STUDENTS CLAIMED THAT MHJC DID NOT OFFER THE COURSES THEY WANTED. (THE DOCUMENT INCLUDES STUDENT AND ADULT QUESTIONNAIRES AND 38 TABLES.) (AJ)

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POST-SECONDARY EDUCATION NEEDS FOR MEDICINE HAT AND AREA

A Report of Research Carried Out for
Medicine Hat Junior College Advisory Committee

by

Grant L. Fisher

December, 1967.

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CHAPTER I

PURPOSE OF THE STUDY

Medicine Hat Junior College has, since its inception, been operated in a portion of the Medicine Hat High School. The College Board has for some time looked forward to the day when the College will have its own campus. In anticipation of this long awaited event and in the interest of providing a broader educational program at the College, the Board began an investigation of the functions of a junior college.

In order that the College Board might have the assistance of interested members of the community, an advisory committee was appointed in January of 1967. The Committee in turn felt the need for further information regarding the interest of adults in evening programs and in full-time programs. Some guidance regarding vocational courses which might be offered by the College was obtained from representatives of the Lethbridge Junior College, Southern Alberta Institute of Technology, Selkirk College and other institutions. Since further information was also needed concerning the interest of adults in these programs, the Advisory Committee arranged for a survey to be carried out. This paper is a report of a survey of adult interest in part-time or full-time study at the College.

The general problem with which this paper is concerned is, then, that of adult interest in present or proposed College programs.

More particularly the paper will attempt to answer the following questions:

1. What proportion of the population of Medicine Hat and Redcliff is interested in taking evening education courses?

2. What proportion is interested in full-time study at the College?

3. What factors effect the interest of these people?

4. Which types of programs are in most demand within this sector of the population?

5. What is the perceived level of knowledge of adult education in Medicine Hat?

6. What are perceived as the best sources of information regarding adult education in the city?

7. To what extent have adults participated in adult education programs?

8. How do the different segments of the population respond in regard to the above factors?

CHAPTER II

NATURE OF THE STUDY

The paper is based on information drawn from questionnaires which were distributed by mail to ten percent of the adult population in Medicine Hat and Redcliff. The sample was essentially a random sample made up of every tenth entry in the City director. The directory contains the names of all adults in Medicine Hat and Redcliff. Since some names appear twice in the directory, corrections were required before the sample was selected.

THE QUESTIONNAIRE

The questionnaire, a copy of which is included as appendix "A", contained questions concerning the respondents' sex, age, marital status, number of dependent children, level of education, income, mother tongue, occupation and present employment status. In addition, it questioned his level of knowledge concerning adult education in Medicine Hat, his past participation in adult education, his interest in various adult education programs and the source of information concerning adult education from which he obtained the most information. Additional questions were asked concerning changes which would make the adult education program more acceptable and concerning the interest of adults in full-time college education.

ANALYSIS OF DATA

The information from the questionnaire was punched on computer cards and data from the questionnaires was analyzed by the computer at the University of Calgary. A program was set up by University personnel so that numerous factors could be considered. A further discussion of the data obtained is presented in following sections of this paper.

CHAPTER III

CHARACTERISTICS OF THE POPULATION STUDIED

The City of Medicine Hat, according to the Census of Canada, had a population of 25,574 in 1966.[1] This represents an increase of only 4.4 percent since 1961. During the twenty years from 1941 - 1961, however, the population of the city more than doubled.[2] Few cities in Alberta had greater growth rates than Medicine Hat during that time.

POPULATION SERVED BY THE COLLEGE

Andrew Stewart, in his Special Study On Junior Colleges, suggested that census division number 1 should make up the supporting area for a College in Medicine Hat. The population of this division was, in 1961, about 39,000.[3] If Brooks and the eastern half of the County of Newell are included, the supporting population would increase to nearly 50,000.[4] Probably some of the Evening Education programs and vocational programs will draw some adults from this entire region. However, it is likely that the bulk of the support for an adult program at the College will come from Medicine Hat and Redcliff. For this reason only these two centers were included in the survey.

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[1] Dominion Bureau of Statistics, Census of Canada, Bulletin A-3, (Ottawa: Queen's Printer, 1966);

[2] Dominion Bureau of Statistics, Census of Canada, Bulletin 7-1-2, (Ottawa: Queen's Printer, 1961);

[3] Dominion Bureau of Statistics, Census of Canada, Bulletin 1-1-5, (Ottawa: Queen's Printer, 1961); p. 7:50;

[4] Ibid.

Age. Further investigation of the City of Medicine Hat reveals 15,480 persons 20 years of age or over in 1966. Of this group 2,846 were between 25-34 years of age, 6016 were between 35-54 years of age, 2203 between 55-64 years of age and 2876 were over 65 years old.[1]

Education. In 1961, 10,936 of the residents of the city age 5 or over and not now in school had less than Grade 9 education. Likely about 500 of the 10,936 were not yet old enough to be in school. It appears that at least 10,000 - about two-thirds of the adults in Medicine Hat - had less than a Grade 9 education. An additional 4,554 had an education beyond Grade 8 but less than University, 448 had some University education and 327 held degrees.[2]

Family Size. The average family size in 1961 was 3.5 as compared to 3.8 for Alberta as a whole. Slightly more than one-third of the families consisted of only two persons. Presumably, about one-third of the families had no children living at home.[3]

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[1] Dominion Bureau of Statistics, Census of Canada, Bulletin A-5 (Ottawa: Queen's Printer, 1966);

[2] Dominion Bureau of Statistics, Census of Canada, Bulletin 1-2-10, (Ottawa: Queen's Printer, 1961); pp. 75: 7-8;

[3] Dominion Bureau of Statistics, Census of Canada, Bulletin 2-1-1, (Ottawa: Queen's Printer, 1961); pp. 4:10-11.

Income. During the same year 1659 (34%) male members of the labor force earned less than $2999 annually, 2760 (57%) earned between $3000 and $5999 and 441 (9%) earned $6000 or more. The average male salary in 1961 was $3,501.[1]

Mother tongue. English was the mother tongue of 16,931 (69%) Medicine Hat citizens in 1961, German was the mother tongue of 5707 (23%). For slightly more than two-thirds of the population, English was the first language learned in childhood.[2]

Religion. An analysis of religious affiliations shows the largest proportion belonging to the United Church of Canada, followed by the Roman Catholic Church, Lutheran, Anglican, Presbyterian and Baptist, in that order. The population under consideration appears to be predominantly protestant, with only about one-sixth of the population being affiliated with the Roman Catholic Church.[3]

Occupation. Male members of the labor force were, in 1961, divided 1987 to 4010 between white and blue-collar occupations. That is 1987 males held managerial, professional-technical, clerical or sales jobs. Amongst the females the ratio was 1435 to 1116. For the entire labor force the ratio was 3422 to 5126. Forty percent of the labor force have white collar jobs.[1]

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[1] Dominion Bureau of Statistics, Census of Canada, Bulletin 3-3-2 (Ottawa: Queen's Printer, 1961); pp. 13:23-24;

[2] Dominion Bureau of Statistics, Census of Canada, Bulletin 1-2-9 (Ottawa: Queen's Printer, 1961); pp. 67:7-8;

[3] Dominion Bureau of Statistics, Census of Canada, Bulletin 1-2-6 (Ottawa: Queen's Printer, 1961); pp. 45:7-8.

Summary. Medicine Hat is a highly industrialized city which has, until the last decade, grown very rapidly. It is atypical in that almost as many citizens are of German origin as of British origin. According to the 1961 Census, 9542 considered themselves of British origin, 8752 of German origin, 1066 Scandinavian, 869 Russian and 659 Netherlands.[2] Male members of the labor force on the average earn very slightly less than their counterparts in Lethbridge, while females earn slightly more.[3] Only 30 percent of the females over 15 years of age are employed whereas 74% of the same group of males are in the labor force.[4]

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[1] Dominion Bureau of Statistics, Census of Canada, Bulletin 3-1-6, (Ottawa: Queen's Printer, 1961); pp. 11:25-35;

[2] Dominion Bureau of Statistics, Census of Canada, Bulletin 1-2-5, (Ottawa: Queen's Printer, 1961); pp. 38: 7-8;

[3] Dominion Bureau of Statistics, Census of Canada, Bulletin 3-3-2, (Ottawa: Queen's Printer, 1961); pp. 13:23-24;

[4] Dominion Bureau of Statistics, Census of Canada, Bulletin 3-3-1, (Ottawa: Queen's Printer, 1961); pp. 5:25-26.

CHAPTER IV

THE SAMPLE STUDIED

The method of selecting the sample has already been described. Questionnaires were mailed to 1669 individuals. A self-addressed, stamped, return envelope and a covering letter were included with each questionnaire.

RETURNS BY GEOGRAPHICAL AREA

Although all of the questionnaires were anonymous, they were coded on a geographical basis. That is, Medicine Hat and Redcliff were divided into seven geographical regions and questionnaires were coded by region. Table I shows the number of questionnaires sent to each region, the number returned and the percent of returns. Entries are ranked from highest to lowest according to percent returned.

Some description of the regions is likely required to add meaning to the data in the table. The Northeast and Northwest regions are populated to a large extent by comparatively young families, generally homeowners. A portion of this area consists of older homes, but much of it has been built up over the last ten to fifteen years. There is still considerable expansion in this area.

The Southwest section is made up of a variety of homes. Many are among the first erected in the City. There are many large older homes, a few of which have been converted to multiple family dwellings. In addition, there are a few nice apartment dwellings. Part of the area has been developed quite recently and a few new homes are still being built in this region. Although many of the homes in this area are quite large and expensive, there is a substantial group of wartime homes which are smaller and less expensive.

TABLE I

GEOGRAPHICAL BREAKDOWN OF QUESTIONNAIRES MAILED OUT AND RETURNED - RANKED BY PERCENT RETURNED

Area	No. sent out	No. returned	% returned
Northeast	218	76	35
Northwest	234	77	33
Southwest	297	71	24
Southeast Hill	314	65	21
Crestwood & Norwood	146	30	20
Redcliff	138	23	16
Southeast Flats	322	35	11
Total	1669	377	22.6

The Southeast hill section is in many respects quite similar to the Southwest. There are, however, fewer new homes, more apartments, and more old homes which have been converted to multiple family dwellings.

The Crestwood-Norwood area includes an older subdivision and a relatively new development. In addition, there is a large block of low rental apartments in this area.

Redcliff is, of course, a town quite separate from Medicine Hat but of such close proximity it is often considered as a part of the city. It is located about four miles from Medicine Hat on the Trans-Canada highway. The town is built around a few industries and it is probably fair to say that the majority of the inhabitants are manual workers. In addition, a certain segment are employed in agriculture in one form or another.

The Southeast flats section was one of the first to be developed in the city. The area is mainly made up of older homes, but unlike the hill area most of the homes are small one-family dwellings. Many of the inhabitants of this area are of German origin and a fairly high percentage are retired people.

It seems apparent then that the higher socio-economic level, as judged by housing, is over-represented in the sample. Additional comparisons will throw more light on the topic. In any case, it is apparent that there is no assurance that the respondents make up an unbiased sample of the population. There is considerable evidence that they do not.

CHARACTERISTICS OF THE SAMPLE

Sex. Of the 377 returns, 362 were processed. A total of fifteen were incorrectly completed and were rejected by the computer. Of the 362 returns which were analyzed, 184 were from men and 178 from women. The sample was, then, unbiased in regard to sex.

Age. The age groups were, however, not representative of the population as depicted in the 1966 census. Twenty-five percent of the respondents were in the 25-34 age group as compared to 18.4 percent for the total population. The 35-54 age group represented 48 percent of the respondents and 39 percent of the total population. 11 percent of the respondents were in the 55-64 age group whereas 14 percent of all adults in Medicine Hat are this age. 6 percent of the returns were from people 65 years of age or older. In 1966 this group represented 19 percent of the adult population of Medicine Hat. The figures for this sample and population are not directly comparable since the former include people from both Medicine Hat and Redcliff and the latter are for Medicine Hat only. However, since Redcliff represents such a small segment of the sample, some general comparisons can be made.

It seems apparent that young adults are over-represented in the group responding, whereas what might be considered the retired group are grossly under-represented.

Education. The educational level of adults responding to the questionnaire is considerably different than the population generally as revealed in Table II. The most noticeable difference is in the grade eight or less category, where only 15 percent of the respondents placed themselves as compared to 65 percent for the total population.

TABLE II

LEVEL OF EDUCATION OF ADULTS IN MEDICINE HAT AND REDCLIFF COMPARED TO LEVEL OF EDUCATION OF ADULTS WHO COMPLETED QUESTIONNAIRES - GIVEN IN PERCENTS

Education	Population	Sample
Grade 8 or less	65	15
Grade 9 - 12	29	68
Some University	3	9
University degree	2	9

Comparisons at the "Grade 9-12" and "Some University" levels are difficult since the census and the questionnaire did not measure identical groups. However, a general conclusion that adults educated beyond Grade 8 responded to the questionnaire in much greater proportion than would be expected from their representation in the entire population seems justifiable. Further, there is a slight increase in the representation as the level of education increases from high school to a university degree.

Income and occupation status. It is difficult to draw conclusions from the study in regard to income and occupational status since 1961 census data in this regard is somewhat dated and since questions on the questionnaire did not correspond well with those on the census. Some general conclusions can be drawn concerning occupational status. This factor would not likely vary radically from 1961 to 1967.

As noted previously, 40 percent of the labour force in Medicine Hat in 1961 had white collar jobs (i.e., managerial, professional-technical, clerical or sales jobs). Of the group participating in the study it is estimated that 53 percent of those in the labour force were employed in white collar jobs.

Mother tongue. The 1961 census reveals that for 69 percent of the residents of Medicine Hat, English was the first language learned. In the sample under study the proportions were very nearly the same. Sixty-eight percent of this group first learned English.

Summary. In summary, it may be concluded that the sample under consideration is characterized by an over-representation in the following factors as compared to the adult population of Medicine Hat:

1. Adults from the Northeast, Northwest and Southwest sections of the City (i.e., from the newer and larger homes);
2. Persons in the 25-34 year age group;
3. Persons with more than a Grade 8 education;
4. Persons with white-collar jobs.

Several studies of students actually enrolled in adult education programs reveal that the average student is in the higher than average socio-economic class, has a higher than average education and is middle-aged.[1]

From this study little can be concluded about adults who received questionnaires but did not complete and return them. However, on the basis of the information available it would appear that a higher proportion of these individuals would not be interested in adult education or in full-time attendance at college than of the group who responded.

OTHER CHARACTERISTICS OF THE SAMPLE

Of the 362 persons who completed questionnaires, 35 were single and 325 were married or had been married. Only 10 percent of the respondents were single; 27 percent had no dependent children living at home; 17 percent had one child at home and 46 percent had two or more dependent children living at home.

One of the items on the questionnaire dealt with the present employment status of the respondents. It asked them to indicate whether they were employed full-time and not seeking a change, employed part-time and not seeking a change or employed full or part-time but seeking better employment. Of the 358 who completed the question, 266 or 75 percent were employed full-time, 8 or 2 percent were employed part-time, 52 or 14.5 percent were employed full or part-time but seeking better employment, 6 or 1.5 percent were unemployed and twenty-six or 7 percent classified themselves as "retired and other". It should be pointed out that housewives were asked to consider themselves as employed full-time when completing this question.

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[1] Edmund de S. Brunner et.al., An Overview of Adult Education Research, (Chicago: Adult Education Association U.S.A.,1959); pp. 95-101.

Those seeking better employment will be of particular interest, for it may be postulated that they will have a greater interest in adult education than will other members of the labor force. The level of interest and the past participation of this group will be examined in detail in another section of the report. A further breakdown of the data reveals that 37 of the 52 who were seeking better employment were male and 15 were female. Of the employed males who completed the question, 23 percent were seeking better employment.

CHAPTER V

FINDINGS

KNOWLEDGE OF ADULT EDUCATION

In order that those concerned with the adult education program might have a sort of bench mark regarding knowledge of adult education, a question was included concerning this factor. It read:

> "10. Please estimate your present level of knowledge of adult education in Medicine Hat -
>
> (1) know what courses are offered, the times, how long it has been in operation, etc.;
> (2) know a little about it;
> (3) know nothing about it."

Those questioned were asked to check the most appropriate statement.

Of all those responding to the questionnaire, 22 percent checked "1", 60 percent checked "2" and 15 percent checked "3". Over four-fifths of the sample felt that they at least knew a little about adult education in Medicine Hat. The 15 percent who claimed no knowledge in this regard, will be particularly significant if they represent a particular segment of the population. In any case, it may be safely assumed that those responding to the questionnaire were at least as knowledgeable as those who did not respond and that at least 2,550 adults in Medicine Hat and Redcliff know nothing about the adult education program which has been in operation in the city for several years.

It is apparent from Table 111 that persons in the 65 years plus age group consider themselves very ignorant regarding adult education. The percent with no knowledge decreases rapidly as the education level increases. Thirty percent of those with a grade 8 education or less placed themselves in that category whereas only 3 percent of the degree holders considered themselves completely ignorant of adult education in Medicine Hat.

Table IV reveals that twice the percent of white-collar as blue-collar workers considered themselves knowledgeable, while half the percent ranked themselves in the "know nothing" category. A similar, but even more striking pattern existed for income levels. Six percent of those in family units in which the household head earns less than $3000 annually considered themselves knowledgeable compared to 20 percent in the $3000 - $6000 bracket and 32% in the $6000-plus category.

Those who have taken one or more adult education courses in Medicine Hat naturally rank themselves much higher in knowledge than those who have not participated. Men with two or more children rate themselves higher than those with no children. Women are just the opposite in this regard.

Factors which do not make a great deal of difference in perceived level of knowledge include: (a) sex; (b) employment status (used in this report to refer to full-time employment, full-time but seeking better employment, unemployed, etc.); (c) mother tongue.

Those who know the least about adult education in Medicine

TABLE III

RELATIONSHIP OF SEX, AGE, FAMILY SIZE & LEVEL OF EDUCATION TO PERCEIVED LEVEL OF KNOWLEDGE OF ADULT EDUCATION IN MEDICINE HAT

	SEX		AGE						NUMBER OF CHILDREN AT HOME				HIGHEST LEVEL OF EDUCATION				
									Men		Women						
	Male	Female	21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	65 +	None	2 or more	None	2 or more	Grade 8 or less	Some High School	Diploma or Matric.	Some Post-High School	Degree
Know Considerable	22	23	14	24	15	29	15	14	20	30	29	19	13	16	24	28	42
Know a Little	60	60	69	59	75	55	67	32	52	62	51	64	54	58	64	66	52
Know Nothing	16	14	17	16	9	12	13	50	24	8	12	17	30	23	12	4	3

TABLE IV

RELATIONSHIP OF OCCUPATION, INCOME, EMPLOYMENT, MOTHER TONGUE AND PREVIOUS ADULT EDUCATION TO PERCEIVED LEVEL OF KNOWLEDGE OF ADULT EDUCATION IN MEDICINE HAT

	OCCUPATION		ANNUAL INCOME			EMPLOYMENT		MOTHER TONGUE		PREVIOUS ENROLLMENT ADULT EDUCATION		
	Blue Collar	White Collar	Less than $3000	$3000 - $6000	$6000 +	Fulltime	Seeking Better Job	English	Other	None Med. Hat	None M.H. Some Elsewhere	One or more M.H.
Know Considerable	15	30	6	20	32	21	27	24	20	18	20	49
Know a Little	62	58	68	58	59	67	51	63	53	65	68	45
Know Nothing	21	10	23	19	8	12	19	11	22	17	12	4

Hat are those who are least educated, earn a low income and have blue-collar jobs; the group most in need of further education.

SOURCES OF INFORMATION

As noted in the previous section, the perceived level of knowledge concerning adult education in Medicine Hat varied considerably from one group of respondents to another. A second question of significance deals with sources of information. Question 11 read:

> "11. Please indicate the one source of information from which you have learned the most about the adult education program -
>
> (1) Radio
> (2) Television
> (3) Newspaper
> (4) School children
> (5) Brochures and circulars
> (6) Friends & neighbors."

Table V shows the responses as a percent of the total sample. It is apparent that the newspaper has been the best source of information for

TABLE V

MOST IMPORTANT SOURCES OF INFORMATION CONCERNING ADULT EDUCATION - RANKED BY PERCENTAGE

Source	Percent
Newspaper	41
Friends & Neighbors	17
Radio	13
Brochures & Circulars	11
Television	5
School Children	4

by far the largest group. Three times as many chose it as chose radio and over twice as many chose it as chose the next in rank - friends and neighbors. Brochures and circulars were considered nearly as significant as radio as a source of information concerning adult education.

Implications for advertising are apparent but a further breakdown of the data provides further insights. Tables VI and VII show a breakdown of data.

With only two exceptions, the newspaper is ranked first as a source of information by all segments of the sample. For the group 65 years of age and over, the radio is ranked first and newspaper second, while the degree holders consider radio and brochures as equally significant sources of information.

On the basis of education, it is notable that radio and television decrease in significance with an increase in the educational level, while friends and neighbors decrease slightly and brochures and circulars increase a great deal. The newspaper increases in significance from low levels of education to medium levels and then decreases with an increase in education.

On the basis of occupational differences, two media of communication received considerably different emphasis. The newspaper ranked first for both blue-collar and white-collar employees, but over twice as many blue-collar as white-collar considered the radio as the most important source of information. On the other hand, 18 percent of the white-collar group considered brochures most important compared

TABLE VI

RELATIONSHIP OF SEX, AGE, FAMILY SIZE AND LEVEL OF EDUCATION TO PERCEIVED BEST SOURCES OF INFORMATION CONCERNING ADULT EDUCATION – RANKED BY PERCENT OF TOTAL RESPONDENTS

		S E X		A G E						NUMBER OF CHILDREN AT HOME				HIGHEST LEVEL OF EDUCATION				
										MEN		WOMEN						
	All Respondents	Male	Female	21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	65 +	None	2 or More	None	2 or More	Grade 8 or less	Some High School	Diploma or Matric	Some Post-High School	Degree
Newspaper	41	39	43	28	35	42	48	41	27	34	43	47	44	30	41	53	40	35
Friends & Neighbors	17	17	17	25	30	23	14	8	0	10	18	6	19	21	22	13	12	16
Radio	13	12	13	17	11	13	8	18	36	24	8	18	14	16	14	14	12	0
Brochures & Circulars	11	11	10	19	19	4	11	10	5	10	12	14	7	0	2	9	21	35
Television	5	7	3	6	0	8	5	5	5	6	10	2	4	7	11	3	1	0
School Children	4	4	3	0	0	6	4	3	5	0	4	2	5	7	3	3	2	3

TABLE VII

RELATIONSHIP OF INTEREST IN ADULT EDUCATION, OCCUPATION, INCOME, EMPLOYMENT, MOTHER TONGUE AND PREVIOUS ENROLMENT IN ADULT EDUCATION TO PERCEIVED BEST SOURCES OF INFORMATION CONCERNING ADULT EDUCATION - RANKED BY PERCENT OF TOTAL RESPONDENTS

	INTERESTED IN ADULT EDUCATION				OCCUPATION		ANNUAL INCOME			MALE EMPLOYMENT		MOTHER TONGUE		PREVIOUS ENROLMENT ADULT EDUCATION		
	High School	Vocational-Technical	Business & Secretarial	Arts & Crafts	Blue Collar	White Collar	Less than $3000	$3000-$6000	$6000 +	Fulltime	Seeking Better Job	English	Other	None Medicine Hat	None M.H. some elsewhere	One or more Medicine Hat
Newspaper	46	39	50	40	36	45	40	39	43	43	32	41	43	40	27	56
Friends & Neighbors	18	24	31	30	20	15	23	16	17	18	19	17	15	20	24	7
Radio	8	8	3	7	19	8	15	16	8	9	11	12	13	15	15	5
Brochures & Circulars	14	8	3	4	3	18	2	7	19	15	5	13	8	10	20	15
Television	4	8	6	5	7	4	2	11	1	3	16	4	8	4	5	7
School Children	3	3	3	0	5	3	4	3	3	5	0	4	3	4	2	2

to 3 percent for the blue-collar cohort. Friends and neighbors and television were considered slightly more important by the blue-collar group, the newspaper slightly more important for white-collar, and children of little significance for either group. The pattern for income groups is very similar to that for occupational groups.

Men and women with children living at home apparently get less of their information from the radio and slightly more from T.V. and friends than do those without children. Likely, anyone with youngsters in their home will find this evaluation credible.

Adults who have taken adult education courses at Medicine Hat apparently get most of their information from the paper. Fifty-six percent considered it the most significant source of information. The radio, friends and brochures were rated lower by this group than by those who had not attended classes. Perhaps as people become more familiar with the program and have some experience with it, they learn to watch for advertisements and news articles.

Although it is apparent that the one best source of information has been the newspaper, brochures have been significant for a certain group and the radio has reached a very important segment of the population. Since the blue-collar, lower income person is gaining most from radio, it would seem wise to gear radio advertising to this group. The fact that friends and neighbors have played a significant role, suggests that providing a few people from each segment of the population with a great deal of information may be worthwhile. Perhaps representatives from religious, service and social groups could be called together to assist in the organization of the Evening Education program. The program should then come closer to meeting the needs of the public and more members of the public would be aware of the nature of the program. Since the 65-plus age group get most of their information from radio, it might be wise to use this media to advertise in detail courses especially designed for the retired segment.

PREVIOUS PARTICIPATION IN ADULT EDUCATION

Questions 12, 13 and 14 on the questionnaire were concerned with participation in adult education courses. Question 12 asked concerning the number of formal adult education courses the respondent had taken at Medicine Hat High School. Two hundred eighty-two had not taken any courses, 41 had taken one course, 17 had taken two courses and only one had taken three or more. Of the 362 completing the questionnaire, 59 had taken one or more adult education courses at Medicine Hat High School.

In reply to question 13, 56 persons indicated they had participated during the past ten years in formal adult education courses offered by a school system other than Medicine Hat.

Question 14 read: "Have you participated in any formal adult education courses offered by clubs, employers, church organizations, etc. during the past 10 years?" 103 checked 'yes' and 246 checked 'no'.

A further analysis of the data reveals that:

1. 15 percent of the adults who had not taken any courses at the High School had taken courses from some other school system;

2. 25 percent of those who had taken one or more courses at the High School had also taken courses offered by some other school system.

3. 75 percent of those who had taken one or more courses at the High School had not taken any formal adult education courses offered by some other school system. There seems to be little relationship between participation elsewhere and attendance at Medicine Hat.

From Table VIII it is apparent that the females in the sample have participated more in adult education courses at Medicine Hat High School than have males. But males have participated much more in courses offered by other school systems, and by clubs, church organizations, etc. It may be that more of the courses offered by clubs and other organizations are designed for men or that a larger proportion of the courses offered by Medicine Hat School District were for women. However, a review of the courses offered at the school last year shows a variety of courses for both sexes.

When the sample is divided on the basis of age, some peculiar fluctuations occur. The 25-29 age group is particularly low in participation under other school systems and high in participation in adult education organized by clubs, etc. It should be remembered that these are small groups and that little can be concluded regarding a particular

TABLE VIII

RELATIONSHIP OF SEX, AGE, FAMILY SIZE & LEVEL OF EDUCATION TO PREVIOUS PARTICIPATION IN ADULT EDUCATION

	All Respondents	SEX		AGE						NUMBER OF CHILDREN AT HOME				HIGHEST LEVEL OF EDUCATION				
										MEN		WOMEN						
		Male	Female	21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	65 +	None	2 or More	None	2 or More	Grade 8 or less	Some High School	Diploma or Matric	Some Post-High School	Degree
Attended one course at Medicine Hat High School	11	9	13	11	5	8	13	13	9	8	7	14	13	4	8	12	23	0
Attended one or more courses at Medicine Hat High School	16	15	17	17	5	13	20	13	14	12	17	20	15	5	15	16	27	10
Attended one or more courses offered by some other school system during past 10 years	15	20	11	8	27	23	14	8	9	5	20	6	11	11	13	16	23	10
Attended one or more courses offered by clubs, etc. during past 10 years	28	34	22	19	35	28	34	18	9	24	43	24	21	14	18	33	48	23

small segment of the sample. Considering all three categories of adult education, it seems adults 25-55 years of age have participated somewhat more than younger or older groups.

The number of dependent children living at home seems to have affected the participation in adult education. However, this may not be a causal factor; the apparent pattern may exist because of the relationship of this factor to age or some other factor. In any case men with children have participated considerably more than men with no children living at home. As might be expected, women with children at home have participated somewhat less, at least in two of the categories, than those with no children. It may be that the low level of participation at Medicine Hat High School for the 25-29 year old group is related to family size. The higher level for persons in this age group in courses offered by other school systems or clubs, etc., may be the result of the longer time span. That is, questions 13 and 14 seek information concerning participation during the last 10 years, whereas a wide range of courses has been available at the high school for only the last three years.

A breakdown of data on the basis of level of education shows a general and substantial increase from Grade 8 or less level to some post high school education and a decrease for those with degrees. It should also be remembered that the sample is not representative of the population in regard to education. The Grade 8 or less group are particularly under-represented in the sample.

Table IX shows that on the basis of occupation, white-collar workers have participated more, though not a great deal more than blue-collar. For the purposes of this survey housewives were included in the blue-collar category. If this group were removed, the difference would be more noticeable.

However, the socio-economic factor, when measured in terms of income of the head of the household, does not seem to be of great significance in regard to participation in courses offered by the Medicine Hat School system. It increases in significance for courses taken under other school jurisdictions and for courses offered by clubs, etc.

Men seeking better employment have participated much more than those satisfied with their present jobs. It is reassuring to note that this group are actively attempting to improve their education.

INTEREST IN ADULT EDUCATION EVENING COURSES

Questions 15 - 27 on the questionnaire dealt with interest in evening courses. A brief description of the program as offered last year was included. It read:

> "Most adult education courses in Medicine Hat are now held from 7:00 - 9:00 p.m. one night a week for 25 weeks. There are a few courses of shorter duration. The tuition fees are $.50 per hour of instruction or about $25.00 per course. Some of the conditions which might be altered include reducing the tuition, offering courses during the daytime, decreasing the number of classes for a course, holding classes twice a week for half as many weeks, etc.

TABLE IX

RELATIONSHIP OF INTEREST IN ADULT EDUCATION, OCCUPATION, ANNUAL INCOME, EMPLOYMENT AND MOTHER TONGUE TO PREVIOUS PARTICIPATION IN ADULT EDUCATION

	INTERESTED IN ADULT EDUCATION				OCCUPATION		ANNUAL INCOME			MALE EMPLOYMENT		MOTHER TONGUE	
	High School	Vocational-Technical	Business & Secretarial	Arts & Crafts	Blue Collar	White Collar	Less than $3000	$3000-$6000	$6000 +	Fulltime	Seeking Better Job	English	Other
Attended one course at Medicine Hat High School	11	13	13	15	11	10	11	12	8	7	19	11	11
Attended one or more courses at Medicine Hat High School	21	24	28	20	14	17	13	18	15	10	32	15	18
Attended one or more courses offered by some other school system during past 10 years	17	29	16	22	14	17	11	13	20	18	35	17	11
Attended one or more courses offered by clubs, etc., during past 10 years	36	45	38	29	20	37	11	29	35	38	50	28	30

"Please indicate your interest in the program by placing a check mark in one blank for each question below."

Table X is a duplication of the questions as they appeared on the questionnaire with the number responding filled in. There were, for example, 10 persons who checked "I would like to participate" for Basic English and 5 who indicated "if conditions were changed, I would participate". The third column is left blank since many respondents only checked the first or second columns and left the third column blank. Thus numbers and percents have little meaning under this heading.

Using the data from Table X it is perhaps justifiable to conclude that if the questionnaire had been administered to the entire population, one hundred adults would have indicated that they would like to participate in Basic English courses under the present conditions and another 50 would have indicated an interest in participating if conditions were changed. If the proper conditions were changed, it appears that the number interested in participating in this and several other programs could be increased considerably. Basic English, high school, business and secretarial, university and social and political short courses are of particular significance in this regard. Participation could not be increased as much in arts and crafts, sports and leisure, homemaking and parent education programs by changing the conditions. It seems that generally persons interested in what might be called vocational and social improvement courses are more desirous of changes than those in general interest courses. There are, of

TABLE X

QUESTIONS CONCERNING INTEREST IN ADULT EDUCATION EVENING CLASSES WITH THE NUMBER CHECKING EACH ITEM ENTERED

	I would like to participate	If conditions were changed I would participate	I am not interested
Basic English (beginning and advanced courses for new Canadians)	10	5	
Pre-High School (grade VII and VIII math, science, etc.)	7	1	
High School (English 30, Chemistry, etc.)	32	16	
University Courses (first year Arts & Science courses)	28	13	
Business & Secretarial (bookkeeping, data processing, typing, shorthand, etc.)	55	27	
In-service courses for teachers (library, new math for grades VII & VIII, etc.)	18	7	
Technical-Vocational (automotives, printing, bricklaying, welding, etc.)	38	12	
Agriculture (agricultural business courses, farm machinery maintenance, animal husbandry, etc.)	20	4	
Homemaking (sewing, cooking, interior design, etc.)	77	15	
Arts & Crafts (leatherwork, pottery, painting, photography)	72	23	
Sports & Leisure activities (golf, badminton, dancing, etc.)	70	22	
Parent education (new math for parents, helping your child to read,etc.)	69	21	
Social and political short courses (great issues in education, comparative religion, etc.)	60	32	

course, some notable exceptions such as the vocational-technical program. However, it should be recognized that many "vocational" courses are taken as hobby or general interest courses.

This apparent difference in expectations of the adult public regarding different types of educational programs will undoubtedly have implications for adult education policy. A panel of educators recently recommended that some adult education programs be operated under different conditions than others, at least with regard to financing.[1] A further analysis of the conditions which adults want changed will be of interest and will be forthcoming.

A continuation of the reasoning regarding the total number in Medicine Hat and Redcliff who would claim a definite interest in adult education programs reveals:

(1)	Homemaking	770
(2)	Arts and crafts	720
(3)	Sports and leisure	700
(4)	Parent education	690
(5)	Social & political	600
(6)	Business and secretarial	550
(7)	Technical and vocational	380
(8)	High school	320
(9)	University courses	280
(10)	Agriculture	200
(11)	In-service courses for teachers	180
(12)	Basic English	100
(13)	Pre-high school	70

Of the 3,770 who would have responded to the questionnaire had it been administered to the entire adult population of the two communities,

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[1] Canadian Education Association, Financing Adult Education Through Public Schools and the Organization of Appropriate Programs, (Regina: Canadian Education Association Panel, 1967); (Mimeographed).

2,120 would have indicated that they would like to participate in at least one type of adult education program and many of these would have indicated an interest in more than one type of program. An additional large number would have indicated an interest in participating under different conditions than those prevailing in 1966-67.

It is very likely that some who indicated an interest in adult education courses did so because they felt they should be interested. Perhaps the responses for social and political short courses and parent education would suffer the most distortion in this regard. It seems apparent from present enrollments in adult education that even those who indicate an interest in the programs must be made aware of the courses to be offered and motivated to attend them. The potential for a very large and comprehensive adult education program is, however, revealed by the responses. It will perhaps take a few years of operation and active advertising to tap that potential.

Tables XI and XII show a breakdown of the data regarding interest in adult education courses. The types of courses have been ranked according to the percent of the total sample who indicated they would like to participate.

As would be expected there are differences in the ranking for males and females. Females are most interested in homemaking courses. Arts and crafts courses rate second but far below homemaking. Business-secretarial, sports and leisure, and parent education are essentially equally appealing to women. Social and political short

TABLE XI

RELATIONSHIP OF SEX, AGE, FAMILY SIZE AND LEVEL OF EDUCATION TO INTEREST IN ADULT EDUCATION - RANKED BY PERCENT OF TOTAL SAMPLE WHO CHECKED "I WOULD LIKE TO PARTICIPATE"

	SEX		AGE						NUMBER OF CHILDREN AT HOME				HIGHEST LEVEL OF EDUCATION				
									MEN		WOMEN						
	Male	Female	21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	65 +	None	2 or More	None	2 or More	Grade 8 or less	Some High School	Diploma or Matric	Some Post-High School	Degree
Homemaking	3	40	44	16	25	21	10	0	0	5	29	43	7	22	28	26	16
Arts and Crafts	13	28	22	30	15	21	18	9	8	14	22	29	5	21	25	21	26
Sports and Leisure Activities	17	21	28	38	28	17	3	0	4	18	14	21	4	20	26	23	16
Parent Education	17	21	22	35	32	16	3	0	2	30	0	31	5	18	30	21	13
Social & Political Short Courses	17	16	19	14	26	19	5	0	10	27	6	21	5	14	17	18	39
Business and Secretarial	8	22	22	24	13	16	10	0	4	10	20	23	5	23	18	11	6
Technical - Vocational	21	0	19	22	9	8	5	0	12	20	0	0	7	16	8	10	3
High School	10	7	8	24	19	5	3	0	4	15	2	12	2	14	13	6	3
University	8	8	11	16	13	7	0	0	4	11	6	10	0	3	16	10	13
Agriculture	7	3	6	11	8	3	13	0	6	6	2	4	7	8	7	2	0
In-Service for Teachers	2	8	6	3	8	5	5	0	0	4	6	11	0	1	1	13	13
Basic English	4	2	3	3	6	2	0	0	2	5	2	1	4	3	3	3	0
Pre-High School	3	1	6	0	2	2	0	0	0	4	0	0	5	3	0	1	0
Total "I would like to participate"	129	177	217	235	203	141	74	9	56	168	110	205	57	164	192	165	148
Total "If conditions were changed I would participate"	51	59	61	57	64	54	49	9	28	70	49	55	45	53	53	62	58

courses are not quite as popular but they are much more popular than the next in the rank order.

For men, technical-vocational courses rank highest, but only slightly higher than sports and leisure, parent education and social and political courses, which were all considered equally appealing. The men did not reveal as much interest in arts and crafts as did the women but they ranked it well above many other courses.

The men and women both seem to have a fairly high level of interest in sports and leisure, parent education and social and political courses. Actual enrollments in courses of this type do not indicate the same interest as depicted in questionnaire responses. However, little as yet has been done with regard to social and political courses and perhaps the nature and number of offerings in the other two categories need to be expanded. As the Evening Education program at the College continues, faculty, administration and representatives from local organizations should meet to design courses which best fit the needs and interests of the public. It would seem that the College could make a particularly useful contribution to the community by organizing what has been termed social and political short courses. However, it may well be that such courses will require funds in addition to those raised by tuition - at least at their outset.

There is not only a change in overall interest for different age groups, but there is also a change in the types of courses in greatest demand. Table XI shows a general decrease of interest with increase in age after the 25-29 age group. Of particular significance is the apparent lack of interest of the retired group - the group who theoretically have the most time and the greatest need for continuing education of various types. The only program in which respondents of this age group depicted any interest was arts and crafts and even then it was very limited. Interests of the 55-64 age group are also greatest in the arts and crafts area. The interest seems to shift from homemaking for the young married group (21-24) to parent education for the 25-34 year olds. A fairly high level of interest in sports and leisure activities is maintained up to 35 years of age. Interest in vocational improvement courses is generally highest for the 25-29 age group. The lower demand for high school academic courses among the 21-24 year olds may be partly the result of a greater retention of students in the high school until they have completed a program. It may also be that this group has not been in the labour force long enough to acutely feel the need for further education.

The number of children living at home appears to affect the interest of adults in the various programs. However, it could be that the relationship between age and family size accounts for the difference. It appears that both men and women with two or more children have a much greater interest in adult education than those with no children. Their interest in parent education is, of course, much greater, as is their interest in homemaking. Even some of the men in this group are interested in homemaking courses.

Level of education could likewise be related to age since a higher proportion of the older generation have less than a high school diploma. However, the differences in regard to interest in adult education is an important factor. The greatest interest is found amongst those with a diploma or matriculation. The level of interest remains comparatively high for those with some high school and those with some post high school education. It drops slightly for those with a degree and is by far the lowest for those with grade 8 or less. Respondents with a degree claimed to be most interested in social and political short courses, whereas those with some post-high school education were most interested in homemaking and those with some high school revealed considerable interest in vocational improvement courses, particularly business and secretarial.

Table XII shows that interest in evening education is slightly higher for those in white-collar occupations than for those in blue-collar occupations. The white-collar group suggested a greater interest in university credit courses and a slightly greater emphasis on social and general interest courses. A similar trend is apparent for differences in annual income of the family head.

Mention has already been made of the fact that amongst the male population those seeking better employment have participated much more than those employed full-time and satisfied with their present employment. It is apparent from Table XII that the interest of this

TABLE XII

RELATIONSHIP OF OCCUPATION, INCOME, EMPLOYMENT, MOTHER TONGUE AND PREVIOUS ENROLMENT IN ADULT EDUCATION TO INTEREST IN ADULT EDUCATION - RANKED BY PERCENT OF TOTAL SAMPLE WHO CHECKED "I WOULD LIKE TO PARTICIPATE"

	OCCUPATION		ANNUAL INCOME			MALE EMPLOYMENT		MOTHER TONGUE		PREVIOUS ENROLMENT ADULT EDUCATION		
	Blue Collar	White Collar	Less than $3000	$3000-$6000	$6000 +	Fulltime	Seeking Better Job	English	Other	None Medicine Hat	None M.H. some ELSEWHERE	One or more Medicine Hat
Homemaking	23	20	21	22	21	3	3	25	12	21	15	27
Arts & Crafts	16	23	21	16	24	10	16	25	9	20	22	27
Sports & Leisure Activities	14	24	17	22	17	16	30	22	12	18	20	27
Parent Education	19	20	15	23	17	20	18	21	15	20	20	24
Social & Political Short Courses	13	20	6	13	24	20	16	19	10	14	22	33
Business & Secretarial	15	16	17	14	16	11	5	17	13	15	22	20
Technical - Vocational	11	10	11	14	8	15	46	9	13	10	20	16
High School	9	9	6	12	8	8	24	9	10	7	2	16
University	4	11	4	9	14	8	8	10	3	7	5	13
Agriculture	7	5	6	8	3	6	11	5	7	5	2	7
In-Service for Teachers	5	6	2	4	8	3	0	6	4	5	10	9
Basic English	3	3	2	3	3	4	5	2	5	2	2	7
Pre - High School	3	1	2	2	1	2	8	1	4	1	2	9

group, particularly in vocational improvement courses is much greater than the interest of the majority of men.

The grouping of respondents on the basis of the language first learned in childhood and still understood (mother tongue) shows some significant differences in overall interest and in types of courses of interest. Those with English as their mother tongue claimed greater overall interest than the combined group with some other mother tongue. Likewise, they showed a comparatively greater interest in homemaking, sports and leisure activities and social and political courses with a great deal more emphasis on arts and crafts. The 'other' group showed more interest in technical-vocational courses and high school courses and, of course, basic English and pre-high school courses.

Previous enrollment in adult education courses - either locally or at some other center - has apparently had a tendency to increase the interest in further evening education. However, large differences are noticeable in only a few types of programs. Interest in social and political short courses is considerably greater amongst those who have participated and particularly amongst those who have participated locally. Those who have attended adult courses outside of Medicine Hat claimed a greater interest in technical-vocational courses and business-secretarial courses than either of the other two groups. On the other hand their interest in high school courses and university courses is much less than the other groups. It is perhaps of interest to note that those who have participated in adult education at

Medicine Hat are predominantly interested in general interest and personal improvement courses.

Table XIII contains information similar to that on Tables XI and XII except that the types of courses have been ranked according to the interest noted by all respondents and then rank orders have been developed for each sub-group. It reveals, for example, that the greatest proportion of the 21-24 age group were interested in homemaking, whereas homemaking ranked 7.5 in that regard for the 25-29 age group. Some interesting patterns are apparent from the table.

As depicted on Figure 1, slightly more men than women in Medicine Hat and Redcliff are interested in evening education at Medicine Hat Junior College. Young adults and those with more than grade 8 education claim a proportionately greater interest in adult education than do those over 35 or those with grade 8 or less education. Likewise, adults with white collar occupations show slightly more interest than their blue-collar counterparts.

DESIRED CHANGES IN ADULT EDUCATION

Adults receiving questionnaires found the following question:

> "Listed below are several conditions which might be changed to ensure that more people will be able to take advantage of the adult education program. Please indicate the changes which would increase your interest in the program by ranking them in importance from 1 to 6. That is, place "1" in the blank opposite the change which would increase your interest most, "2" opposite the next in importance, etc. If any of the

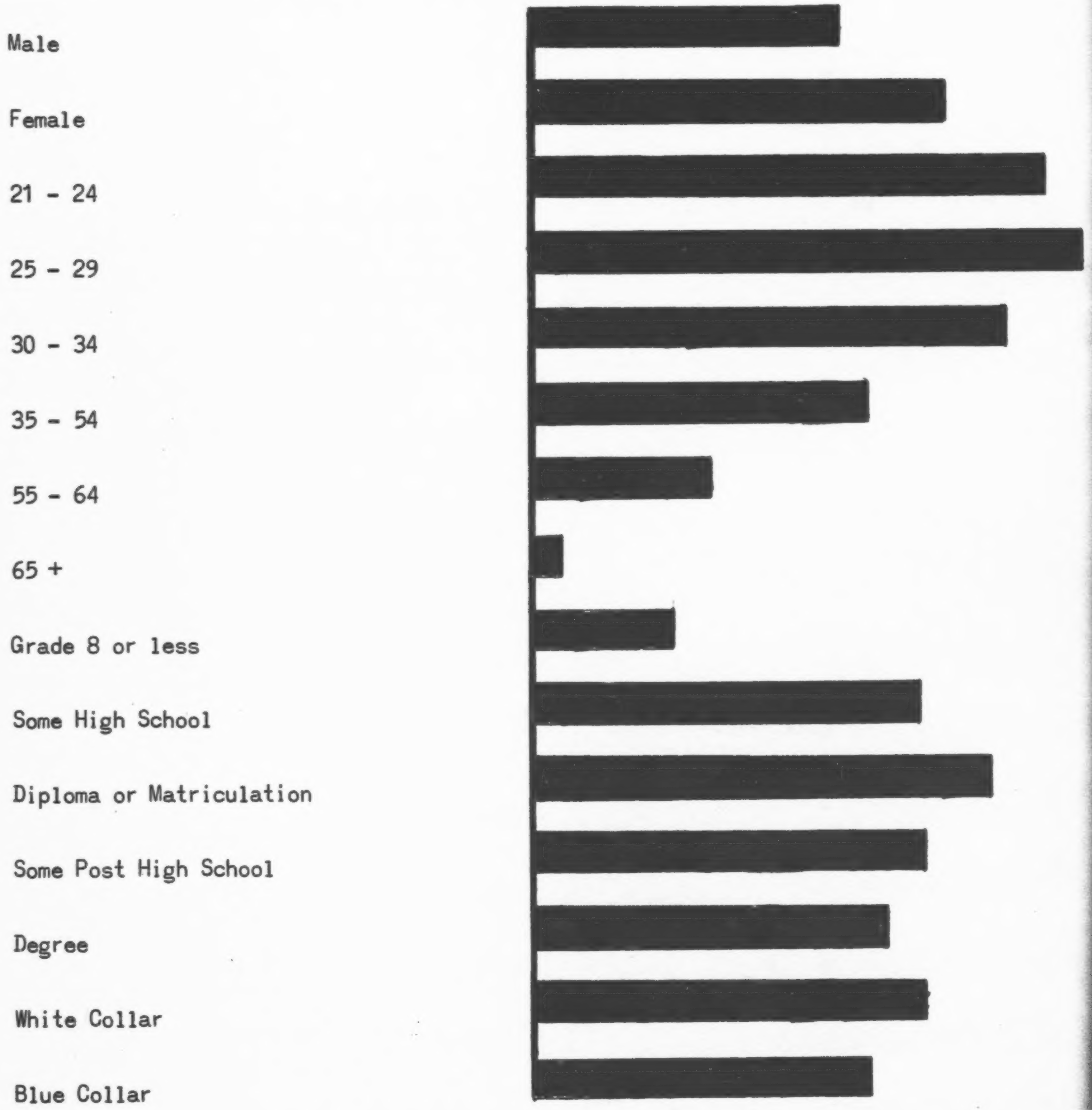
TABLE XIII

RANK ORDER CHART SHOWING RELATIONSHIP OF AGE, EDUCATION AND OCCUPATION TO INTEREST IN ADULT EDUCATION

	All Respondents	A G E					HIGHEST LEVEL OF EDUCATION			OCCUPATION	
		21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	Less than complete High School	High School Diploma	Post High School	Blue Collar	White Collar
Homemaking	1	1	7.5	4	1	3.5	2	2	1.5	1	4
Arts & Crafts	2	4	3	6	2	1	3	4	3	3	2
Sports & Leisure Activities	3	2	1	2	4	9	4	3	4	5	1
Parent Education	4	4	2	1	5.5	9	5	1	5	2	4
Social & Polital Short Courses	5	6.5	9	3	3	6	7	6	1.5	6	4
Business & Secretarial	6	4	4.5	7.5	5.5	3.5	1	5	8	4	6
Technical - Vocational	7	6.5	6	9	7	6	6	9	9	7	8
High School	8	9	4.5	5	10	9	8	8	10	8	9
University	9	8	7.5	7.5	8	12	12	7	7	11	7
Agriculture	10	11	10	10.5	11	2	9	10	12	9	11
In-Service Courses for Teachers	11	11	11.5	10.5	9	6	13	12	6	10	10
Basic English	12	13	11.5	12	12.5	12	11	11	11	12.5	12
Pre-High School	13	11	13	13	12.5	12	10	13	13	12.5	13

FIGURE I

THE RELATIVE INTEREST OF VARIOUS SEGMENTS OF THE ADULT POPULATION IN EVENING EDUCATION AT MEDICINE HAT JUNIOR COLLEGE



changes would not result in an increase of interest for you, please leave the space blank beside that condition:

28. If courses were offered during the daytime;
29. If tuition were eliminated;
30. If your employer paid the tuition;
31. If the number of classes and thus the tuition were reduced for general interest and vocational courses;
32. If the classes met twice a week for half as many weeks;
33. If the classes were held at the school nearest your home."

Of the entire sample, 28.6% ranked number 32 as first, second or third in importance; 27.2% chose number 33; 25.6% picked number 31; 21.1% chose number 29; 15.9% chose number 30; and 12.5% ranked number 28 as first, second or third in importance.

Although items concerning tuition were not considered of greatest significance, a sizeable proportion of the population ranked at least one of the items concerning tuition as first, second or third in importance. Indeed, items concerning a reduction of tuition received an accumulative 62.6%. This is not to say that 62.6% of the entire sample ranked these items as first, second or third since any one individual may have marked all three in this bracket by ranking one in first place and the other two in second and third places.

Tables XIV and XV show a breakdown of the data and reveal that desired changes vary from one segment of the population to another. Men and women both consider a change to a semester system v ery significant. However, the females consider it more important that classes be held at the school nearest their home. Men did not

TABLE XIV

RELATIONSHIP OF SEX, AGE AND EDUCATION TO DESIRED CHANGES IN ADULT EDUCATION: RANKED BY PERCENT OF TOTAL SAMPLE WHO CLAIMED THE CHANGE WOULD INCREASE THEIR INTEREST IN ADULT EDUCATION

	SEX		AGE						EDUCATION				
	Male	Female	21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	65 +	Grade 8 or less	Some High School	Diploma or Matric	Some Post-High School	Degree
Semester systems	30	28	39	32	42	28	10	0	16	27	40	29	29
Courses at school nearest home	17	38	33	27	40	26	18	5	16	28	36	31	13
Number of classes - and thus tuition - reduced	25	27	33	41	38	24	5	0	14	32	38	18	16
No tuition	16	27	31	38	25	20	8	0	13	27	18	24	13
Employer paid tuition	26	6	28	24	26	12	5	5	16	17	20	14	7
Courses offered during daytime	12	14	11	14	15	12	13	5	13	16	12	11	6

NOTE: Entries represent the number ranking each change 1, 2 or 3 as a percent of the population in each classification, i.e., 16 percent of the respondents with Grade 8 or less education ranked a change to a semester system as first in importance, second in importance or third in importance.

TABLE XV

RELATIONSHIP OF INTEREST IN ADULT EDUCATION, OCCUPATION, INCOME, EMPLOYMENT, MOTHER TONGUE AND PREVIOUS ENROLMENT IN ADULT EDUCATION TO DESIRED CHANGES IN ADULT EDUCATION: RANKED BY PERCENT OF TOTAL SAMPLE WHO CLAIMED THE CHANGE WOULD INCREASE THEIR INTEREST IN ADULT EDUCATION

	INTERESTED IN ADULT EDUCATION				OCCUPATION		ANNUAL INCOME			MALE EMPLOYMENT		MOTHER TONGUE		PREVIOUS ENROLMENT ADULT EDUCATION		
	High School	Vocational-Technical	Business & Secretarial	Arts & Crafts	Blue Collar	White Collar	Less than $3000	$3000-$6000	$6000 +	Fulltime	Seeking Better Job	English	Other	None Medicine Hat	None M.H. some elsewhere	One or more Medicine Hat
Semester systems	53	45	42	31	27	28	32	31	27	33	32	32	23	29	37	35
Courses at school nearest home	31	26	36	44	31	25	32	28	27	17	24	30	21	29	29	29
Number of classes - and thus tuition - reduced	50	50	38	25	28	25	32	31	19	28	30	28	21	25	34	29
No tuition	38	40	26	24	22	22	26	27	15	16	24	22	20	23	37	29
Employer paid tuition	28	47	20	14	13	18	21	16	14	24	41	16	13	17	37	0
Courses offered during daytime	16	16	15	13	17	9	11	14	13	6	24	14	10	11	17	29

NOTE: Entries represent the number ranking each change 1, 2 or 3 as a percent of the population in each classification, i.e., 28 percent of the respondents with white collar occupations ranked a change to a semester system as first in importance, second in importance or third in importance.

consider this a highly desirable change.

Both sexes desired equally a reduction of tuition costs by decreasing the length of general interest and vocational courses. However, a greater proportion of the men were in favor of employers paying tuition costs. Only a small percent of the males suggested that tuition be eliminated. A much higher percent of the women desired this change. Few potential students of either sex wanted courses offered during the day.

Adults over 65 years of age and to a lesser extent those 55-64 indicated they would have little more interest in evening education if changes were made than they have under present conditions. Only a very small proportion of these groups indicated that changes would increase their level of interest. With the exception of these two groups, nearly all age groups were in agreement with the entire sample as to the most desirable changes. The 25-29 age group placed more emphasis on lower tuition than did the other groups or the sample as a whole.

Likewise, there was not a great deal of variation among the different educational sub-groups. Those with grade 8 education or less, as noted earlier, were not interested in adult education nor were they highly interested in changes being made. Degree holders showed a similar lack of interest in changes with the exception of a desire for a semester system.

The greatest differences in changes desired resulted from a division of the group on the basis of the type of course members were interested in pursuing. Those interested in high school courses rated a change to semester as most desirable with a decrease in tuition next in importance. Having tuition paid by employers was ranked fifth in importance by this group. Likely they did not consider the education they planned to pursue as directly related to their proficiency on the job. In contrast, those interested in vocational-technical courses ranked this item as second in importance. They likewise were concerned about a reduction in tuition and a reduction in length of courses.

Adults interested in business and secretarial courses were firstly desirous of a semester system and secondly of a decrease in length and tuition of courses. The group interested in arts and crafts were not as concerned about any changes as other segments of the population. The one change they wanted most was to have courses held near home.

The occupational status of adults appears to have little effect on the changes they desire. Surprisingly enough, blue-collar workers were no more concerned about tuition costs than were their white-collar counterparts. There was, however, a significant difference in this regard when annual incomes were considered. There is little difference between those with incomes less than $3000 and those earning $3000 to $6000, but the group earning more than $6000 annually showed considerably less concern for changes in tuition.

There appears to be few significant differences in regard to desirable changes regardless of the way the sample is divided. Men seeking better employment want more day classes and those with experience in adult education in Medicine Hat are not interested in employers paying the tuition. Apart from these peculiarities, it seems that nearly all sub-groups primarily want semester classes, near home, with decreases in length and tuition fees. Significantly they do not seem overly concerned about elimination of tuition.

INTEREST OF ADULTS IN FULL-TIME STUDY AT MEDICINE HAT JUNIOR COLLEGE

With the recent emphasis of the federal government on the training of adults unemployed or underemployed, it seems probable that regular College classes will contain increasing numbers of adults. Further reasons for this contention are the much propogated idea that adults can expect to be retrained several times during their working lives and the concept that rapid upgrading of the labor force must involve education of adults.

In order to ascertain the interest of adults in Medicine Hat and Redcliff in going back to school, the following question was asked:

> "34. If the Medicine Hat Junior College expanded its daytime offerings to include technical-vocational, apprenticeship, business administration, secretarial science and other similar programs, would you be interested in attending as a full-time student?
>
> 1. Yes _____ 2. No _____

"If your answer to number 34 was 'yes' please indicate the program(s) you would be interested in pursuing as a full-time student by placing "1" beside your first choice, "2" beside your second choice, if any, etc. The programs listed lead to direct employment or transfer to another institution for further study.

Courses which might be offered:	Interest
35. Business Administration	7
36. Secretarial Science	4
37. Journalism	1
38. University preparation (designed to prepare non-matriculants for entry into first-year university courses at the College or a university)	6
39. Interior decorating	2
40. Nursing (male or female)	6
41. Apprenticeship in a trade	6
42. Welfare or Social Service	7
43. Music	1
44. Art	2
45. Upholstery	1
46. Small electrical appliance repair	2
47. Industrial drafting	0
48. Electronics	3
49. Ceramics technology	1
50. Radio and Television Production (not technician)	0
51. Welding	5
52. Heavy duty machinery operation	1
53. Agribusiness (A business course in agriculture)	1
54. Animal husbandry	1
55. Horticulture	1
56. Other	2 "

The number interested in each type of course has been listed above. It can be reasoned that if the questionnaire had been administered to all adults in Medicine Hat and Redcliff, 70 would have indicated an interest in a welfare-social service program, 70 in business administration, 60 in apprenticeship training, 60 in nursing, 60 in university preparation, 50 in welding, 40 in secretarial science, 30 in electronics, 20 in interior decorating, and 140 in other programs. A total of 600 would have indicated an interest in attending the College full-time. It should be remembered, however, in dealing with these figures that due to the small numbers involved, the estimates could vary over a wide range of values.

Respondents have, of course, given no indication of when they would like to become full-time students or of the conditions which must exist before their stated interests will result in action. It may be that the Department of Manpower will, under their adult training plans, provide the necessary conditions. Perhaps the College also has an obligation in this regard to assist adults in finding appropriate programs and sources of money and perhaps to help them develop the necessary motivation to return to formal education.

Tables XVI and XVII show a breakdown of data regarding potential adult students. The percentages for each program are so small as to be somewhat meaningless. However, perhaps some general trends can be discerned to give meaning to the whole picture. An investigation of the first line of these tables reveals that of all those indicating an interest in full-time study, 15% were male and 12% were female. The greater proportions come from the young age groups, with the 25-29 group being most significant in this regard. As might be expected, few adults over 55 want to become full-time college students.

Although the group with high school diplomas or matriculation standings indicated the greatest interest in returning to school, other groups, with the exception of degree holders, are almost equally

TABLE XVI

RELATIONSHIP OF SEX, AGE AND EDUCATION TO INTEREST IN FULLTIME STUDY AT THE COLLEGE

	Male	Female	21 - 24	25 - 29	30 - 34	35 - 54	55 - 64	65 +	Grade 8 or less	Some High School	Diploma or Matric.	Some Post-secondary	Degree
Interested in fulltime attendance	15	12	19	22	13	11	8	0	11	16	17	11	6
Welfare - Social Service	1.6	2.3	2.8	2.7	0	1.8	5.1	0	1.8	.9	2.6	2.2	3.2
Business Administration	2.2	1.7	2.8	2.7	1.9	1.2	2.6	0	3.6	.9	4	1.1	0
Apprenticeship Training	3.3	0	5.6	0	0	1.8	0	0	1.8	2.7	1.3	1.1	0
Nursing	.5	2.8	2.8	2.7	3.8	.6	2.6	0	1.8	.9	2.6	2.2	0
University Preparation	2.2	1.1	0	5.4	3.8	1.2	0	0	0	1.8	2.6	2.2	0
Welding	2.7	0	0	2.7	3.8	.6	0	0	0	.9	1.3	3.3	0
Secretarial Science	0	2.3	0	0	0	1.8	0	0	0	.9	1.3	2.2	0
Electronics	1.6	0	0	2.7	1.9	.6	0	0	1.8	.9	1.3	0	0
Interior Decorating	0	1.1	0	2.7	0	.6	0	0	0	.9	0	0	3.2

TABLE XVII

RELATIONSHIP OF SOCIO-ECONOMIC STATUS AND MOTHER TONGUE TO INTEREST IN FULLTIME STUDY AT THE COLLEGE

	OCCUPATION		ANNUAL INCOME			MALE EMPLOYMENT		MOTHER TONGUE	
	Blue Collar	White Collar	Less than $3000	$3000 - $6000	$6000 +	Fulltime	Seeking Change	English	Other
Interested in fulltime attendance	17	11	19	14	11	0	43	14	13
Welfare - Social Service	1.3	2.7	2.1	2.7	1.4	2.5	0	2	1.9
Business Administration	3.3	.5	2.1	1.4	2.1	3.3	0	2	1.9
Apprenticeship Training	1.3	2.1	2.1	2.1	1.4	.8	13.5	1.6	1.9
Nursing	3.4	.5	6.3	1.4	.7	0.0	2.7	1.2	2.9
University Preparation	2	1.6	0	3.4	.7	1.7	5.4	1.2	2.9
Welding	2	1.1	0	1.4	2.1	.8	10.8	1.2	1.9
Secretarial Science	1.3	.5	2.1	0	1.4	0	0	1.6	0
Electronics	1.3	.5	0	.7	1.4	.8	5.4	.8	.9
Interior Decorating	.7	.5	2.1	0	.7	0	0	.8	0

interested. A fairly sizeable proportion of those with grade 8 or less education claimed an interest in full-time study. This group may very well require vocational preparation courses before actually beginning a study of a trade or technology.

On the basis of occupational status and annual income, it appears that in the group interested in full-time study, the low socio-economic segment will be proportionately over-represented. This may mean that a sizeable proportion of the group most in need of further education and least able to pay for it, plans to go back to school. These people may require considerable assistance if they are to dispel insecurities, regain study habits and successfully reach their educational goals.

As can be noted from Table XVII the greatest difference in interest is related to employment. Among the men employed full-time and satisfied with their jobs, there was no interest in attending the College full-time. A discrepancy is apparent here, however, for some in this group picked programs in which they were interested even though they did not indicate an interest in attending the College. On the other hand 43 percent of the men employed full-time but seeking better employment indicated an interest in full-time study. As noted previously, a large proportion of this group have participated in evening education and a large proportion have indicated an interest in further participation. Perhaps a sizeable portion of this group will take immediate advantage of any opportunity to continue their education.

Figure II reveals graphically the information contained in Tables XVI and XVII. It probably needs no explanation.

TYPE OF VOCATIONAL PROGRAM

Question 57 queried concerning the type of vocational program desired by those interested in attending the College full-time. The question and the number responding is printed below.

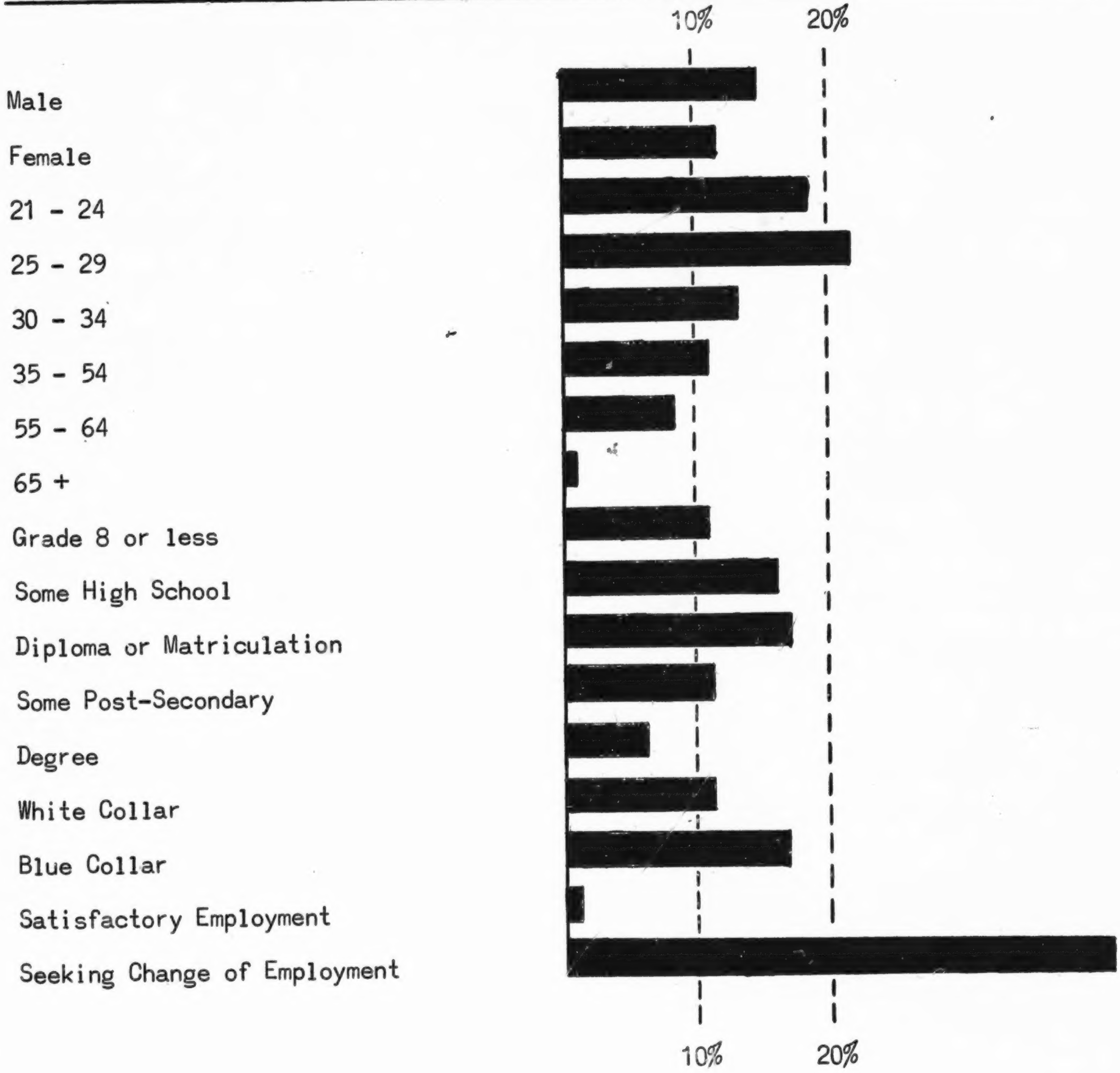
"57. In pursuing the program you have selected as your first choice, which of the following would you prefer?

(1)	a one-year terminal program leading to employment;	(1) 21
(2)	a two-year terminal program leading to employment;	(2) 10
(3)	a transfer program leading to one of the Institutes of Technology;	(3) 6
(4)	a transfer program leading to a University or College.	(4) 7 "

It is apparent that most adults are interested in a one-year terminal program and few are interested in any type of transfer program.

FIGURE 11

THE RELATIVE INTEREST OF VARIOUS SEGMENTS OF THE ADULT POPULATION IN FULLTIME ATTENDANCE AT MEDICINE HAT JUNIOR COLLEGE



CHAPTER VI

SUMMARY OF FINDINGS AND IMPLICATIONS

Although the College Advisory Committee will undertake the major task of interpreting and evaluating the information contained in this report and making recommendations to the College Board, the author will summarize some of the findings and suggest a few implications. Table XVIII presents a concise summary of findings and needs little explanation.

Knowledge of adult education. The majority of the sample studied claim some knowledge of adult education. Few claim considerable knowledge and only a small but significant group admit ignorance. As noted previously those who know the least about adult education are those who likely need it most. They are those who are least educated, earn low incomes and have blue-collar jobs and those of retirement age. Attempts should be made to discover and use the most effective means of informing and motivating this portion of the population in further education.

Sources of information. The newspaper appears to be by far the most significant source of information but radio, brochures and circulars and friends and neighbors are significant for various segments of the population.

Likely advertising will be most effective if the perceived

TABLE XVIII

ADULT EDUCATION - SUMMARY OF FINDINGS

I. Knowledge concerning adult education:

1. Know considerable - 22.3%
2. Know a little - 59.9%
3. Know nothing - 15.4%

II. Most important sources of information concerning adult education:

1. Newspaper - 41%
2. Friends & Neighbors - 17%
3. Radio - 13%
4. Brochures & Circulars - 11%
5. Television - 5%
6. School Children - 4%

III. Previous enrolment in adult education:

1. Attended one or more courses locally - 16%
2. Attended one or more courses elsewhere - 15%

IV. Interest in evening education:

Type of course	No. from Sample	Estimate of No. from population
Homemaking	77	770
Arts & Crafts	72	720
Sports & Leisure Activities	70	700
Parent Education	69	690
Social & Political Short Courses	60	600
Business & Secretarial	55	550
Technical - Vocational	38	380
High School	32	320
University	28	280
Agriculture	20	200
In-Service for Teachers	18	180
Basic English	10	100
Pre-High School	7	70

TABLE XVIII (continued)

V. Changes desired for Evening Education:

1. Semester system - * 28.6%
2. Courses at school nearest home - 27.2%
3. Number of classes - and thus tuition - reduced - 25.6%
4. No tuition - 21.2%
5. Employer paid tuition - 15.9%
6. Courses offered during daytime - 12.6%

* percent ranking item as first, second or third in importance.

VI. Interest in fulltime study at Medicine Hat Junior College:

		Sample	Estimate for Population
1.	Total number interested	49	490
2.	Welfare - social service	7	70
3.	Business Administration	7	70
4.	Apprenticeship training	6	60
5.	Nursing	6	60
6.	University preparation	6	60
7.	Welding	5	50
8.	Secretarial Science	4	40
9.	Electronics	3	30
10.	Interior decorating	2	20

VII. Type of vocational program preferred:

1. One-year terminal - 21%
2. Two-year terminal - 10%
3. Transfer to an Institute of Technology - 6%
4. Transfer to a university or college - 7%

best sources of information are used to reach the various segments of the population. For example, programs for older people may be advertised in the paper and on the radio, whereas programs for the highly educated may best be advertised by distributing brochures, etc.

Interest in adult education. Adults in Medicine Hat and Redcliff claim to be most interested in participating in (1) homemaking courses, (2) arts and crafts, (3) sports and leisure activities, (4) parent education, (5) social and political short courses, (6) business and secretarial, (7) technical and vocational, (8) high school credit, (9) university credit, (10) agriculture, (11) in-service for teachers, (12) basic English and (13) pre-high school courses, in that order of importance. Over 10 times as many were interested in the most popular course as were interested in the least popular. The degree and nature of the interest, of course, varies from one segment of the population to another. Questions ranging from the purpose of adult education at the College to the cost of a course in hair styling require consideration.

Changes desired. The fact that changes desired varied not only in relation to social, economic and related factors but also in relation to the nature of the program the respondents were interested in studying, suggests that consideration be given to applying different conditions to different courses.

Full-time study. The interest of adults in full-time study at the College will likely best be considered in conjunction with a survey of student interests. Not only the numbers interested, but the characteristics of those interested, will have implications for the type of programs made available, admission requirements, remedial courses, counselling, methods of instruction and numerous other factors.

Certainly adult education is becoming increasingly important in our society. Significant individual and societal advantages can be obtained through its furtherance.

APPENDIX "A"

TABLES

XIX Relationship of Education to Participation in Adult Education and Interest in Further Education at the College

XX Relationship of Education, Occupation and Income to Participation in Adult Education and Interest in Further Education at the College

TABLE XIX

RELATIONSHIP OF EDUCATION TO PARTICIPATION IN ADULT EDUCATION AND INTEREST IN FURTHER EDUCATION AT THE COLLEGE

	Highest Level of Education Obtained						
	Less than Grade 8	Some High School	Diploma	Matric	Post high-school Non-university	Some University	Degree
Taken one or more adult education courses in Medicine Hat	5	15	19	6	24	32	10
Would like to participate in evening classes in:							
Homemaking	7	22	31	17	22	32	16
Arts & Crafts	5	21	28	17	14	35	26
Sports & Leisure Activities	4	20	26	28	17	35	16
Parent Education	5	18	28	39	25	13	13
Social & Political Short Courses	5	14	16	22	12	29	39
Business & Secretarial	5	23	16	28	12	10	6
Technical - Vocational	7	16	9	6	14	3	3
Academic High School	2	14	16	6	8	0	3
University	0	3	16	17	12	6	13
Interested in attending fulltime if College offerings are expanded	4	1	5	0	2	0	0

TABLE XX

RELATIONSHIP OF EDUCATION, OCCUPATION AND INCOME TO PARTICIPATION IN ADULT EDUCATION AND INTEREST IN FURTHER EDUCATION AT THE COLLEGE

	HIGH SCHOOL DIPLOMA OR LESS									HIGH SCHOOL MATRICULATION OR MORE								
	Blue Collar Occupation				White Collar Occupation					Blue Collar Occupation				White Collar Occupation				
	* Less than $3000	$3000 - 5999	$6000 +	Total Blue Collar	Less than $3000	$3000 - 5999	$6000 +	Total White Collar	Total Diploma or less	* Less than $3000	$3000 - 5999	$6000 +	Total Blue Collar	Less than $3000	$3000 - 5999	$6000 +	Total White Collar	Total Matriculation +
Taken one or more adult education courses in Medicine Hat	4	13	15	11	11	20	12	16	13	50	7	29	23	25	29	12	18	20
Would like to participate in evening classes in:																		
Homemaking	23	14	29	20	22	18	24	21	21	0	36	35	31	25	39	10	20	23
Arts & Crafts	23	9	26	17	33	16	24	21	19	0	14	18	14	13	29	23	24	22
Sports & Leisure Activities	8	13	24	15	33	22	18	22	18	0	21	6	11	38	39	17	25	22
Parent Education	8	14	18	14	11	29	21	24	18	25	43	35	37	38	23	10	16	22
Social & Political Short Courses	12	5	12	9	0	16	27	18	13	0	21	35	26	0	20	27	22	23
Business & Secretarial	15	13	24	16	11	16	24	18	17	0	7	12	8	38	16	8	13	12
Technical - Vocational	15	11	6	10	0	24	6	15	12	0	7	24	14	13	6	5	6	8
Academic High School	4	13	9	9	11	18	12	15	12	0	7	12	9	13	3	3	4	5
University	4	4	6	4	0	11	6	8	6	0	0	6	3	13	19	12	14	11
Interested in attending fulltime if College offerings are expanded	4	2	6	3	0	2	0	1	2	0	0	6	3	0	0	0	0	1

* Approximate yearly income of household head.

Entries are percent (rounded off to nearest whole number) of number in particular classification. For example 4% of those whose highest level of education is a high school diploma or less, who have a blue collar job and belong to families in which the household head earns less than $3000 yearly, have taken one or more adult education courses in Medicine Hat.

APPENDIX "B"

QUESTIONNAIRE

MEDICINE HAT JUNIOR COLLEGE SURVEY

Interest of Adults in College Programs

Please check one item for each question below:

1. Sex
   - (1) Male .... (1) ______
   - (2) Female .... (2) ______

2. Age
   - (1) 15 - 19 .... (1) ______
   - (2) 21 - 24 .... (2) ______
   - (3) 25 - 29 .... (3) ______
   - (4) 30 - 34 .... (4) ______
   - (5) 35 - 54 .... (5) ______
   - (6) 55 - 64 .... (6) ______
   - (7) 65 or over .... (7) ______

3. Marital Status
   - (1) Single .... (1) ______
   - (2) Married .... (2) ______
   - (3) Widow, widower, separated or other .... (3) ______

4. Number of dependent children living at home
   - (1) None .... (1) ______
   - (2) One .... (2) ______
   - (3) Two .... (3) ______
   - (4) Three .... (4) ______
   - (5) Four .... (5) ______
   - (6) Five or more .... (6) ______

5. What was the highest level of education you ever completed?
   - (1) Grade 8 or less .. (1) ______
   - (2) Some High School . (2) ______
   - (3) High School diploma ..... (3) ______
   - (4) Alberta matric. or equivalent ..... (4) ______
   - (5) Vocational-tech. or Trade School beyond High School .... (5) ______
   - (6) Some University ...... (6) ______
   - (7) One or more University degrees .... (7) ______

6. Approximate yearly income of household head
   - (1) Less than $1000 .. (1) ______
   - (2) $1000 - $1999 .... (2) ______
   - (3) $2000 - $2999 .... (3) ______
   - (4) $3000 - $3999 .... (4) ______
   - (5) $4000 - $5999 .... (5) ______
   - (6) $6000 - $7999 .... (6) ______
   - (7) $8000 - $9999 .... (7) ______
   - (8) $10,000 and over ..... (8) ______

7. What language did you first learn in childhood and still understand?
   - (1) English .... (1) ______
   - (2) French .... (2) ______
   - (3) German .... (3) ______
   - (4) A Scandinavian language .... (4) ______
   - (5) Russian .... (5) ______
   - (6) Other .... (6) ______

8. Please check the classification which best describes your occupation. (If unemployed or retired check the type of job you previously held).
   - (1) Professional ..... (1) ______
   - (2) Technical .... (2) ______
   - (3) Managerial .... (3) ______
   - (4) Clerical or sales (4) ______
   - (5) Skilled craftsman (5) ______
   - (6) Laborer .... (6) ______
   - (7) Farmer .... (7) ______
   - (8) Housewife .... (8) ______
   - (9) Other (please specify)
     (9) ______________________

9. Present employment status. (Housewives are considered to be employed full-time)

(1) Employed full-time and not seeking a change .... (1) ______
(2) Employed part-time and not seeking a change .... (2) ______
(3) Employed full or part-time but seeking better employment ... (3) ______
(4) Unemployed .... (4) ______
(5) Retired and other .... (5) ______

10. Please estimate your present level of knowledge of adult education in Medicine Hat:

(1) know what courses are offered, the times, how long it has been in operation, etc. .... (1) ______
(2) know a little about it .... (2) ______
(3) know nothing about it .... (3) ______

11. Please indicate the one source of information from which you have learned the most about the adult education program:

(1) Radio .... (1) ______
(2) Television .... (2) ______
(3) Newspaper .... (3) ______
(4) School Children .... (4) ______
(5) Brochures & Circulars .... (5) ______
(6) Friends and neighbors .... (6) ______

12. Please indicate the number of formal adult education courses (courses for which you have paid a tuition fee) you have taken at Medicine Hat High School:

(1) None .... (1) ______
(2) One .... (2) ______
(3) Two .... (3) ______
(4) Three or more ...... (4) ______

13. Have you participated in any formal adult education courses offered by a school system other than Medicine Hat during the past 10 years?

(1) Yes .... (1) ______
(2) No .... (2) ______

14. Have you participated in any formal adult education courses offered by clubs, employers, church organizations, etc. during the past 10 years?

(1) Yes .... (1) ______
(2) No .... (2) ______

Most adult education courses in Medicine Hat are now held from 7:00 - 9:00 p.m. one night a week for 25 weeks. There are a few courses of shorter duration. The tuition fees are $.50 per hour of instruction or about $25 per course. Some of the conditions which might be altered include reducing the tuition, offering courses during the daytime, decreasing the number of classes for a course, holding classes twice a week for half as many weeks, etc.

Please indicate your interest in the program by placing a check mark in one blank for each question below:

	I would like to participate	If conditions were changed I would participate	I am not interested
15. Basic English (beginning and advanced courses for new Canadians)	(1) ______	(2) ______	(3) ______
16. Pre-high School (Grade VII and VIII math, science, etc.)	(1) ______	(2) ______	(3) ______
17. High School (English 30, Chemistry, etc.)	(1) ______	(2) ______	(3) ______
18. University courses (first year Arts & Science courses)	(1) ______	(2) ______	(3) ______
19. Business & Secretarial (bookkeeping, data processing, typing, shorthand, etc.,)	(1) ______	(2) ______	(3) ______
20. In-service courses for teachers (library, new math for grade VII & VIII, etc.)	(1) ______	(2) ______	(3) ______
21. Technical-Vocational (automotives, printing, bricklaying, welding, etc.)	(1) ______	(2) ______	(3) ______
22. Agriculture (Agricultural business courses, farm machinery maintenance, animal husbandry, etc.)	(1) ______	(2) ______	(3) ______
23. Homemaking (sewing, cooking, interior decorating, etc.)	(1) ______	(2) ______	(3) ______
24. Arts and Crafts (leatherwork, pottery, painting, photography, etc.)	(1) ______	(2) ______	(3) ______
25. Sports and leisure activities (golf, badminton, dancing, etc.) ...	(1) ______	(2) ______	(3) ______
26. Parent education (new math for parents, helping your child to read)	(1) ______	(2) ______	(3) ______
27. Social and political short courses (great issues in education, comparative religion, etc.)	(1) ______	(2) ______	(3) ______

Listed below are several conditions which might be changed to ensure that more people will be able to take advantage of the adult education program. Please indicate the changes which would increase your interest in the program by ranking them in importance from 1 to 6. That is place "1" in the blank opposite the change which would increase your interest most, "2" opposite the next in importance, etc. If any of the changes would not result in an increase of interest for you please leave the space blank beside that condition.

28. If courses were offered during the daytime .... (28) _____

29. If tuition were eliminated .... (29) _____

30. If your employer paid the tuition .... (30) _____

31. If the number of classes and thus the tuition were reduced for general interest and vocational courses .... (31) _____

32. If the classes met twice a week for half as many weeks (semester system) .... (32) _____

33. If the classes were held at the school nearest your home .... (33) _____

34. If the Medicine Hat Junior College expanded its daytime offerings to include technical-vocational, apprenticeship, business administration, secretarial science and other similar programs, would you be interested in attending as a full-time student?

(1) Yes .... (1) _____ (2) No .... (2) _____

If your answer to number "34" was "yes" please indicate the program(s) you would be interested in pursuing as a full-time student by placing "1" beside your first choice, "2" beside your second choice, if any, etc. The programs listed lead to direct employment or transfer to another institution for further study.

Courses which might be offered: Interest

35. Business Administration (35) ______
36. Secretarial Science (36) ______
37. Journalism (37) ______
38. University preparation (designed to prepare non-matriculants for entry into first-year university courses at the College or a university) (38) ______
39. Interior decorating (39) ______
40. Nursing (male or female) (40) ______
41. Apprenticeship in a trade (41) ______
42. Welfare or social service (42) ______
43. Music (43) ______
44. Art (44) ______
45. Upholstery (45) ______
46. Small electrical appliance repair (46) ______
47. Industrial drafting (47) ______
48. Electronics (48) ______
49. Ceramics technology (49) ______
50. Radio and Television Production (not technician) (50) ______
51. Welding (51) ______
52. Heavy duty machinery operation (52) ______
53. Agribusiness (A business course in agriculture) (53) ______
54. Animal husbandry (54) ______
55. Horticulture (55) ______
56. Other (please specify) (56) ______________________________

57. In pursuing the program you have selected as your first choice, which of the following would you prefer?

(1) a one-year terminal program leading to employment (1) ______
(2) a two -year terminal program leading to employment (2) ______
(3) a transfer program leading to one of the Institutes of Technology (3) ______
(4) a transfer program leading to a University or College (4) ______

58. If you wish to comment on any aspect of the Junior College's development, please feel free to do so in the space below or on a separate sheet.

OCCUPATIONAL PLANS AND EDUCATIONAL ASPIRATIONS OF GRADE XI & XII STUDENTS IN SOUTHEAST ALBERTA

A Report of Research Carried Out for
Medicine Hat Junior College Advisory Committee

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by
Grant L. Fisher
December, 1967.

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CHAPTER I

PURPOSE OF THE STUDY

In January of 1967 the Board of the Medicine Hat Junior College appointed an advisory committee to study the feasibility of expanding the curriculum and to give some direction to the Board in this regard. The Committee in turn felt the need for further information regarding the educational plans of students in the College service area.

This paper is a report of research carried out for the Advisory Committee involving virtually all grade XI and XII students in and around Medicine Hat. It attempts to answer the following major questions:

1. What are the occupational plans of students in grades XI and XII in southeast Alberta?
2. What are the post-high school educational plans of these students?
3. What reasons do students give for their interest in attending Medicine Hat Junior College?
4. What reasons do students have for not wanting to attend Medicine Hat Junior College?
5. How do students' plans etc., differ for various segments of the population?

Answers are also sought for several additional significant questions which are raised in the remainder of the paper.

CHAPTER II

NATURE OF THE STUDY

The paper is based on information drawn from questionnaires which were distributed by the author or by a teacher to grade XI and XII students and which were completed during school time.

THE QUESTIONNAIRE

The questionnaire (a copy of which is included as Appendix "A") contained a brief summary of the types of educational programs now available at Medicine Hat Junior College and the following statement: "For purposes of this questionnaire, please assume that the College will offer a wide variety of vocational programs including at least one year of several technical programs now offered at the Institute of Technology". In addition, tuition costs and a few other items were noted.

Then came a series of questions concerning the sex of respondents, the school jurisdiction in which parents reside, grade, type of high school program, definiteness of plans, need for counselling and the nature of occupational and educational plans. Questions were also included concerning the student's reasons for planning either to attend or not to attend Medicine Hat Junior College, his preference for commuting, living in residence or boarding and his high school marks. A few additional questions were designed to solicit information regarding the occupational, economic and educational status of the student's family, to determine the size of the family unit and the participation of siblings in education at Medicine Hat Junior College.

Data was transferred from the questionnaires to computer cards with the assistance of Mr. N. O. Little and his high school class. A computer program was developed by Mrs. Valerie Woodward of the University of Calgary and the raw data was fed into the computer at the U. of C. The remainder of the paper represents an attempt to collect meaningful statistics and draw some implications from them.

THE POPULATION

The population studied consists of students in the following school jurisdictions:

1. Medicine Hat S.D. #76 (City);
2. Medicine Hat Separate S.D. #21;
3. Medicine Hat S.D. #4 (Rural);
4. Redcliff S.D.#2283;
5. County of Newell #4;
6. County of Forty Mile #8;
7. Bow Island Separate S.D.#82;
8. Brooks S.D. #2092;
9. Ralston S.D. #4981;
10. Acadia S.D. #8.

All grade XI and XII students, with the exception of those absent from classes on the day the questionnaire was administered, in the first nine school jurisdictions, completed the forms. About half of the students in Acadia completed forms, i.e., those living in the southeast portions of the school division.

School area in which parents reside. Table I shows the total number of students from various jurisdictions who completed forms. Of the total number of 1438, 553 or slightly over one-third were from Medicine Hat School District No. 76. Well over half of the students attend some school in the city of Medicine Hat.

It is also apparent from the table that about one-fourth of the population attend small high schools, i.e., high schools with less than 100 students. Slightly over one-third attend a high school with more than 500 students enrolled and nearly an equal proportion attend a high school with an enrollment of 200-500 students. If the pattern described by Downey still exists, a smaller proportion of the students from the small high schools will matriculate and enter a university program.[1]

Of the group under investigation 49% are enrolled in grade XI, 40.7% in first-year grade XII and 9.5% in second-year grade XII. It will also be noted that 35.8% of the group are enrolled in a three-year matriculation program and another 21.3% in a four-year matriculation program. In other words, over half of the students are apparently preparing for university. It will be interesting to consider the percent of this group who actually plan for university and also the percent who eventually complete a university degree.

---

[1] Lawrence W. Downey, The Small High School in Alberta, (Edmonton: The Alberta School Trustees' Association); pp. 59 - 41.

TABLE I

THE POPULATION STUDIED - BY SCHOOL AREA IN WHICH PARENTS RESIDE

	Medicine Hat S.D. #76	Medicine Hat Separate S.D.#21	Medicine Hat S.D. #4	Redcliff S.D. #2283	County of Newell	County of Forty Mile	Bow Island Separate S.D.#32	Brooks S.D. #2092	Ralston S.D. #4981	Acadia S.D. #8	Total Number	Total Percent
Total number of students	553	136	139	53	199	155	22	89	33	73	1438	100
SIZE OF HIGH SCHOOL ATTENDED: Less than 100	1	0	46	0	138	62	20	15	0	62	344	23.9
100 - 200	0	0	0	0	0	76	2	0	0	0	77	5.4
200 - 500	162	133	19	8	58	0	0	74	29	6	485	33.7
500 +	366	3	70	45	3	13	0	0	4	3	502	34.9
Male	273	82	73	29	78	77	9	38	18	37	726	50.5
Female	261	54	65	22	116	77	13	45	14	34	712	49.5
Grade XI	268	55	81	29	93	81	11	46	17	28	704	49
First year Grade XII	228	60	44	17	88	64	9	38	12	36	585	40.7
Second year Grade XII	51	20	13	6	17	10	2	5	4	6	136	9.5
Other	3	1	0	0	0	0	0	0	0	0	6	.4
HIGH SCHOOL PROGRAM BEING STUDIED: 3-yr. Matric	176	52	42	4	83	71	10	29	14	39	515	35.8
4-yr. Matric	148	27	20	11	46	15	4	17	6	15	306	21.3
General Diploma	46	34	17	7	48	44	5	27	6	15	248	17.3

TABLE 1 (Continued)

	Medicine Hat S.D. #76	Medicine Hat Separate S.D.#21	Medicine Hat S.D. #4	Redcliff S.D. #2283	County of Newell	County of Forty Mile	Bow Island Separate S.D.#82	Brooks S.D. #2092	Ralston S.D. #4981	Acadia S.D. #8	Total Number	Total Percent
Business Diploma	104	13	33	13	9	14	2	11	4	0	203	14.1
Technical-Vocational Diploma	57	5	11	8	7	4	1	3	1	3	95	6.6
Industrial-Vocational Diploma	14	2	13	8	4	3	0	2	2	0	47	3.3
Other	4	1	2	0	0	1	0	0	0	0	8	.6
Total Matric	324	79	62	15	129	86	14	46	20	54	821	57.1
Total Diploma	221	54	74	36	68	65	8	43	13	18	593	41.2

A total of 41.2 percent of the population under study are enrolled in some type of a diploma program at the high school. Seventeen percent of this group are in a general diploma program; presumably a program which neither prepares them for entrance to university or for direct entrance into the labour force. Another 14 percent are preparing for careers in business and may enter the labour force directly or pursue their studies further. A small proportion of the students are enrolled in Technical or Industrial Vocational programs. These students may also enter the labour force directly or continue their formal studies.

Size of High School. Table II depicts the relationship of the size of the high school attended to the nature of the program studied. Some variations are of interest. It should be noted first of all that of the schools studied only Medicine Hat High School enrolls more than 500 students. In addition, since it is the only high school considered which offers a complete vocational program, students from all jurisdictions attend it to study vocational subjects. Perhaps this fact accounts in part for the large proportion of students in the 500-plus category who are pursuing a diploma program of one type or another and for the smaller proportion pursuing a matriculation program. It may also be that with a wider choice of programs fewer students pick matriculation. Another unique feature of this high school is the small percent of students taking a general diploma program. It would seem that a sizeable proportion of the students at this high school have

TABLE 11

RELATIONSHIP OF SIZE OF HIGH SCHOOL ATTENDED TO HIGH SCHOOL PROGRAM BEING STUDIED

	SIZE OF HIGH SCHOOL							
	Less than 100		100 - 200		200 - 500		500 +	
	No.	%	No.	%	No.	%	No.	%
TOTAL	349	24.1	78	5.4	503	34.7	517	35.8
3-year Matriculation	156	44.7	38	48.7	198	39.4	129	25.0
4-year Matriculation	55	15.8	7	9.0	119	23.7	117	22.6
General Diploma	91	26.1	20	25.6	110	21.9	34	6.6
Business Diploma	24	6.9	7	9.0	54	10.7	115	22.2
Technical-Vocational Diploma	5	1.4	2	2.6	1	.2	40	7.7
Industrial-Vocational Diploma	0	0	1	1.3	2	.4	5	1.0
TOTAL MATRICULATION	211	60.5	45	57.7	317	63.0	246	47.6
TOTAL DIPLOMA	133	38.1	30	38.5	177	35.2	260	50.3

made at least an initial committment to either university study or to a vocation. Perhaps the Junior College can best serve those with vocational education at the high school level by providing programs which strengthen the skills already developed and at the same time increase the breadth of the students' education. What are often termed general or literal education courses may be particularly significant for this group.

Grade levels. Table III also concerns the population studied. It shows the number and percent of students in the three grade levels and the estimated number who will attempt to graduate from high school this year. It will be noted that 332 students in the College service area will attempt matriculation and 295 will attempt to graduate with a diploma. A total of 637 young adults in this area will, if successful, be prepared to begin higher education by the Fall of 1968. Questions remain regarding the proportion of this group who should proceed to higher education and the nature of the education desirable.

It is also apparent from Table III that very nearly half of the students in the population are now in grade XI. Of this group 54.7 percent are in a matriculation pattern, 16.3 percent are studying business and 16.5 percent are pursuing a general diploma program. Fifty-three grade XI students are presently studying technical-vocation subjects and 26 are in industrial-vocational programs.

Summary. Of the 1438 students who completed questionnaires regarding their occupational and educational plans, over half are now attending schools in the city of Medicine Hat; very nearly half are

TABLE III

RELATIONSHIP OF GRADE IN WHICH STUDENT IS ENROLLED TO HIGH SCHOOL PROGRAM BEING STUDIED

	Grade XI		First Year Grade XII		Second Year Grade XII		Total No. Attempting to Graduate Spring of 1968
	No.	%	No.	%	No.	%	
TOTAL	720	49.2	604	41.6	137	9.5	627
3-year Matriculation	264	36.7	253	41.9	6	4.4	259
4-year Matriculation	130	18.1	102	16.9	73	53.3	73
General Diploma	119	16.5	107	17.7	28	20.4	135
Business Diploma	117	16.3	82	13.6	8	5.8	90
Technical-Vocational Diploma	53	7.4	36	6.0	12	8.8	48
Industrial-Vocational Diploma	26	3.6	18	3.0	4	2.9	22
Total Matriculation	394	54.7	355	58.8	79	57.7	332
Total Diploma	315	43.8	243	40.2	52	38.0	295

females; nearly half are in grade XI; slightly more than half are enrolled in a matriculation program; and somewhat less than half will attempt to graduate this year.

CHAPTER III

FINDINGS

It is not uncommon for high school students or even university students to change their occupational and educational plans during the course of their studies. In an attempt, therefore, to discover the reliability of the choices stated by students, the following questions were asked:

"9. Are your plans concerning what to do after high school

____ (1) Very definite   ____ (3) Indefinite
____ (2) Fairly definite   ____ (4) Very indefinite

10. Have you discussed your plans with your parents?

____ (1) Yes   ____ (2) No

11. If your answer to "10" is yes, what degree of approval of your plans have they shown?

____ (1) Complete approval   ____ (3) Hesitancy
____ (2) Approval   ____ (4) Disapproval. "

DEFINITENESS OF STUDENT PLANS

Table IV shows the percent of students in various classifications who considered their plans very definite, fairly definite, etc. It also shows the perceived need for counselling.

It is apparent from the table that over 63 percent of the total group of students considered their plans very definite or fairly definite and that 81 percent of the total group had discussed their plans with their parents. It will be noted, however, that the parents

TABLE IV

DEFINITENESS AND PARENT APPROVAL OF OCCUPATIONAL AND EDUCATIONAL PLANS AND NEED FOR COUNSELLING

	Total	Size of High School Attended				Male	Female	Grade XI	Grade XII		Matriculation	Diploma	Plan to Attend MHJC			High School Mark	
		Less than 100	100 - 200	200 - 500	500 +				1st year	2nd year			University Program	Vocational Program	University Preparatory	Mostly "B"s or better	Less than Mostly "B"s
Students' plans:																	
Very definite	12.9	8.6	6.4	17.5	13.0	11.3	14.6	10.6	14.9	18.3	13.0	13.6	13.4	8.1	9.1	14.9	8.4
Fairly definite	50.4	48.4	51.3	44.7	55.3	46.4	54.5	53.3	47.0	46.7	48.4	51.3	55.9	46.5	59.1	50.4	47.9
Indefinite	31.3	35.2	38.5	33.0	26.1	35.4	27.1	31.0	32.3	29.9	32.4	30.4	28.5	40.4	27.3	30.3	35.5
Very indefinite	5.0	6.3	3.9	4.4	5.4	6.5	3.5	4.9	5.6	4.4	5.9	4.4	2.2	4.0	4.6	4.2	7.5
Discussed plans with parents:																	
Yes	81.0	81.4	85.9	77.5	82.8	74.4	87.6	78.8	84.1	79.6	82.3	79.2	86.6	74.8	77.3	83.7	73.5
No	17.8	16.1	14.1	20.5	17.0	23.7	11.8	20.1	15.1	19.0	16.2	20.3	11.3	25.3	22.7	15.2	26.2
Parents' approval of plans:																	
Complete approval	28.7	26.4	21.8	30.8	28.6	23.4	34.0	24.9	31.0	38.7	31.2	25.7	34.9	19.2	36.4	31.6	19.9
Approval	41.2	44.7	46.2	36.4	43.7	40.5	41.9	42.9	41.2	33.6	39.5	43.5	43.6	39.4	22.7	42.0	40.4
Hesitancy	10.2	10.0	14.1	9.7	9.3	9.9	10.5	10.0	10.8	6.6	10.4	9.6	8.1	13.1	22.7	9.0	12.7
Disapproval	0.5	0.3	0.0	0.6	1.0	0.7	0.3	0.6	0.3	2.2	0.2	1.1	0	0	0	.5	.6
Need vocational counselling:																	
Yes	59.3	64.2	73.5	58.5	54.4	60.1	58.6	60.3	62.3	43.1	66.3	51.6	69.4	68.7	72.7	60.5	57.2
No	37.8	32.7	20.5	36.2	44.5	36.5	39.2	36.8	35.9	51.8	30.3	46.4	25.8	30.3	27.3	37.3	38.9
Need educational counselling:																	
Yes	58.0	59.0	75.6	58.7	54.4	56.1	60.0	58.9	52.8	50.4	63.2	44.3	80.7	64.7	81.8	60.3	50.3
No	37.6	36.7	24.4	33.6	43.5	38.4	36.8	37.8	36.9	43.1	27.0	52.1	15.1	29.3	18.2	36.3	43.7

did not always approve of the students' plans. About 11% of the parents did not approve.

Students' plans do not vary greatly in this regard from one size of high school to another. There are, however, slightly fewer in the largest school with indefinite plans. A considerably higher proportion of girls than boys have definite plans. Among the group planning to attend Medicine Hat Junior College, those planning vocational programs show the greatest lack of definiteness in their plans. likewise, students with high school marks of "less than mostly B's" have less definite plans than do those with "mostly B's or better". On the other hand the grade in which students are enrolled and the type of program studied seem to have little effect on the definiteness of their plans.

Although there are some variations in percentages of each sub-group who have discussed their plans with their parents, 73 percent of the sub-group lowest in this regard claimed they had discussed their plans. In this instance boys rank lower than girls, diploma students rank lower than matric students, those interested in vocational or university preparatory programs at Medicine Hat Junior College rate lower than those interested in a university transfer program and those with lower high school marks rate lower than their counterparts.

Concerning parents' approval of plans there is one sub-group of particular significance and that is the group who plan to take a university preparatory program at Medicine Hat Junior College. Likely the parents of these students would sooner they return to high school to complete preparatory courses.

NEED FOR COUNSELLING

Students were asked to respond to two items in connection with counselling:

"12. Do you feel that you need further vocational counselling? (i.e., a chance to discuss your choice of vocation with someone)

____ (1) Yes ____ (2) No

13. Do you feel that you need further educational counselling? (i.e., an opportunity to discuss your educational plans)

____ (1) Yes ____ (2) No."

Of the entire group of students, 59.3 percent felt they needed further vocational counselling and 58 percent felt a need for further educational counselling. The greatest need was expressed by those in high schools with an enrollment of 100-200 students. Beyond that the need for counselling decreased with an increase in size of high school.

Surprisingly, a smaller proportion of students in diploma programs than in matriculation programs indicated a need for counselling. This is perhaps due to the fact that many students seeking diplomas have committed themselves to an occupation already. They do not have the wide range of possible courses of action after high school that matriculation students have.

The data also reveals that students in their second year of grade XII feel less of a need for counselling than do those in other grades.

Of considerable significance for this study, is the fact that over 80 percent of the students planning to enter a university program or a university preparatory program at Medicine Hat Junior College indicate a need for further educational counselling. About 70 percent of this group also require more vocational counselling. It appears that the choice to go to university is considered by students to be only one of a series of choices in which they need assistance. Certainly the number and complexity of occupational specialties has increased greatly in the last decade, as has the complexity of university education in Alberta. Previously there was only one university with entrance requirements so stable as to almost be traditional. Now there are thirteen public institutions of higher education in the province and the majority are at least indirectly concerned with university education. Perhaps the time has come when even a small college must have an expert in vocational and educational counselling available to visit high schools during the Winter and Spring, counsel with students during the Summer and assist them in adapting their plans during the college year.

OCCUPATIONAL INTERESTS

It is certainly no longer possible to list on a short questionnaire all of the occupations young adults may wish to pursue. On this questionnaire a list of 83 occupations was included and students were invited to add others. The fact that 100 students added a wide variety of other occupations is ample indication that the list was not complete. However, the list included the most popular occupations and an investigation of student choices will be enlightening.

Table V gives a summary of occupational choices and an indication of their reliability. Although most of occupational categories are broad, several narrow classifications are included because of their particular significance to persons interested in Medicine Hat Junior College.

The table itself needs little explanation aside from pointing out that the classifications are not precise. They are not taken from a dictionary of occupational titles nor do they correspond directly to classifications used in Alberta universities. The classification of arts, for example, includes literature, history, geography, economics, sociology, etc., i.e., occupations which often require a study of an arts program at university as preparation. "Fine Arts" includes music, art and other fine arts (theatre, ballet). Other categories are perhaps more precise and require less explanation.

It is apparent from the table that for boys the most popular

TABLE V

SUMMARY OF OCCUPATIONAL INTERESTS BY SEX AND DEFINITENESS OF PLANS

	MALE		FEMALE		TOTAL		Definiteness of Plans			
							Very or Fairly Definite		Indefinite or very Indefinite	
							Parents Approve	Parents Disapprove	Parents Approve	Parents Disapprove
	No.	%	No.	%	No.	%	* %	* %	* %	* %
Arts	32	4.4	28	3.9	60	4.2	42	4	25	2
Fine Arts	8	1.1	16	2.3	24	1.7	50	13	20	17
Sciences & Mathematics	32	4.4	11	1.5	43	3.0	53	2	16	4
Agriculture	36	5.0	1	0.1	37	2.6	44	3	22	11
Engineering	30	4.1	0	0.0	30	2.1	73	0	6	3
Professions	103	14.2	199	28.0	302	21.0	71	3	15	3
Social Work	2	0.3	43	6.0	45	3.1	47	4	22	11
Computer Science	11	1.5	5	0.7	16	1.1	69	0	0	6
General Vocational	59	8.1	18	2.5	77	5.4	50	3	17	17
Technical-Vocational	196	27.0	76	10.7	272	18.9	47	5	19	7
Business	58	8.0	178	25.0	236	16.4	55	3	16	10
Apprenticeship	19	2.6	5	0.7	24	1.7	67	0	20	0
Others	68	9.4	53	7.4	121	8.41	67	6	13	4

* This portion of the table is read: 42% of the students interested in arts have definite plans and parent approval, whereas 4% have definite plans but not parental approval, etc.

occupational group is technical-vocational, with the professions second in importance. Twenty-seven percent of the males indicated an interest in technical-vocational occupations and 14.2 percent claimed an interest in one of the professions (education is included as a profession). For the girls the professions ranked highest with business in second place.

Students interested in Engineering or one of the professions appeared to be most certain about their plans. Seventy-three percent and 71 percent of those interested in engineering and the professions, respectively, indicated their plans were very or fairly definite and met with parent approval. Less than 50% of those interested in the arts, agriculture, social work and technical-vocational occupations had definite plans and parent approval.

The one occupational choice which the greatest proportion of parents do not approve of is fine arts.

Some general patterns of occupational preference are apparent from Table V but for specific planning, more precise information is required. Table VI shows the number of students interested in each of the occupations. The data has been dichotomized according to the school jurisdictions in which the parents reside.

Included in the first broad column are all grade XI and XII students whose parents live within the boundaries of Medicine Hat S.D. #76, Medicine Hat Separate S.D. #21, Medicine Hat S.D. #4 (rural) and Redcliff S.D. #2283. It would seem that a large proportion of the

TABLE VI

OCCUPATIONAL INTERESTS BY GEOGRAPHICAL AREA, GRADE AND DEFINITENESS OF PLANS

	Medicine Hat City, Redcliff and Med. Hat S.D. #4			*Other School Jurisdictions			Definiteness of Plans			
							Very or Fairly Definite		Indefinite or very indefinite	
	Grade XI	Grade XII	Total	Grade XI	Grade XII	Total	Parents Approve	Parents Disapprove	Parents Approve	Parents Disapprove
							No.	No.	No.	No.
Literature	7	2	10	6	5	11	6	0	8	0
History	2	6	8	1	2	3	5	0	3	0
Geography	0	0	0	0	0	0	0	0	0	0
Economics	0	4	4	0	0	0	4	0	0	0
Sociology	0	2	2	0	0	0	1	0	1	0
Anthropology	0	0	0	0	1	1	1	0	0	0
Political Science	2	2	4	1	2	3	4	0	0	1
Public Administration	0	1	1	0	0	0	0	0	0	0
Languages	1	5	6	1	2	3	3	2	4	0
International Studies	1	0	1	0	0	0	1	0	0	0
Music	7	3	10	1	1	2	6	1	2	2
Art	5	1	6	5	1	6	6	1	3	1
Other Fine Arts	1	0	1	0	1	1	0	1	0	1
Mathematics	2	2	5	4	2	6	5	0	2	1
Chemistry	1	1	2	0	1	1	3	1	0	0
Physics	1	3	4	1	3	4	2	0	1	1
Biology	3	5	8	1	0	1	7	0	2	0
Biochemistry	2	0	2	0	0	0	2	0	0	0
Geology	1	3	4	1	0	1	1	0	3	0
Metallurgy	1	1	2	0	1	1	3	0	0	0
Forestry	6	10	16	3	4	7	8	0	8	2
Agriculture	4	5	9	12	11	23	16	1	8	4
Engineering	8	9	17	3	9	12	22	0	2	1
Architecture	8	7	15	2	2	4	11	0	5	0
Law	7	9	16	4	1	5	12	2	4	0
Medicine	8	4	12	5	5	10	19	0	1	0
Theology	0	2	2	2	3	5	4	0	0	0
Dentistry	3	3	6	1	1	2	4	0	1	2
Nursing	25	20	45	22	23	45	70	2	17	1
Pharmacy	1	3	4	1	1	2	5	0	2	0
Education (elementary)	17	11	28	4	14	18	40	0	4	2
Education (secondary)	18	14	32	10	5	15	34	1	5	3
Physical Education	8	11	19	3	6	9	16	3	5	2
Social Work	9	14	23	8	10	18	21	2	10	5
Computer Science	4	8	13	0	3	3	11	0	0	1
Recreation	4	3	7	3	7	10	8	0	3	4
Community Leadership	0	0	0	0	0	0	1	0	0	0
Criminology	1	1	2	0	1	1	1	0	1	1
Civil Service	1	2	3	1	0	1	1	0	3	2
International Service	1	1	2	0	1	1	2	0	0	0

TABLE VI (continued)

	Medicine Hat City, Redcliff and Med. Hat S.D. #4			*Other School Jurisdictions			Definiteness of Plans			
							Very or fairly definite		Indefinite or very indefinite	
	Grade XI	Grade XII	Total	Grade XI	Grade XII	Total	Parents Approve	Parents Disapprove	Parents Approve	Parents Disapprove
							No.	No.	No.	No.
Defense Service	11	3	14	11	3	14	15	2	3	4
Social Surveys	0	0	0	0	0	0	0	0	0	0
Town Planning	0	0	0	0	0	0	0	0	0	0
Broadcasting	4	9	13	0	2	2	10	0	3	2
Drafting (Architectural)	7	5	12	2	1	3	10	0	2	0
Drafting (Engineering)	6	1	7	0	1	1	3	0	4	0
Survey Technology	0	1	1	0	1	1	1	0	0	1
Structural Technology	0	1	1	1	1	2	1	0	2	0
Mechanical Technology	7	1	8	2	2	4	6	0	2	2
Automotive Technology	23	9	32	11	6	17	23	1	5	0
Aeronautics Technology	5	3	8	3	2	5	8	0	5	1
Electronics Technology	12	16	28	7	3	10	21	5	3	4
Data Processing	22	20	42	3	5	8	20	3	12	3
Agribusiness	1	0	1	0	0	0	0	0	1	0
Agriculture Technology	1	0	1	1	5	6	5	0	0	2
Gas, Oil Technology	1	6	7	5	6	11	4	0	5	2
Chemical Technology	0	0	0	0	1	1	1	0	0	1
Medicine Lab. Technician	5	10	15	3	9	12	15	2	5	2
Chemistry Lab. Technician	0	1	1	0	2	2	1	1	1	0
Other Lab. Technician	2	0	2	0	0	0	2	0	0	0
Dental Technician'	6	4	10	5	0	5	8	1	5	1
Physiotherapy	1	5	6	2	2	4	6	0	1	2
Home Economics	9	9	18	9	4	13	16	2	7	2
Accounting	8	6	14	1	5	6	9	1	3	3
Secretarial Studies	40	36	76	30	18	48	79	2	15	10
Business Management	9	20	29	5	5	10	18	3	6	3
Personnel, Ind, Relations	0	1	1	0	1	1	1	0	1	1
Hotel, Restaurant Manager	2	3	5	0	1	1	1	0	2	2
Tourist, Travel Business	1	2	3	1	0	1	3	0	0	0
Retailing, salesmanship	2	4	6	2	0	2	6	0	1	0
Advertising, marketing	1	0	1	0	0	0	0	0	1	0
Credit Management	0	0	0	0	0	0	1	0	0	0
Business Research	0	0	0	2	0	2	0	0	2	0
Commercial Art	2	3	5	4	1	5	6	1	2	2
Insurance	0	1	1	0	0	0	0	0	1	0
Banking, Investment	3	6	9	0	2	2	6	0	2	2
Real Estate	0	0	0	1	0	1	0	0	1	0
Building Trades	1	0	1	0	0	0	1	0	0	0
Printing Trades	1	1	2	0	0	0	1	0	0	0
Other Trades	4	15	19	2	0	2	14	0	5	0
Other	37	28	65	27	21	48	81	7	16	5

* Includes County of Newell #4, County of Forty Mile #8, Bow Island Separate S.D.#82, Brooks S.D.#2092, Ralston S.D. #4981.

students from these districts should be interested in Medicine Hat Junior College since the majority live within commuting distance and since all of them live much closer to this institution than to any other institution of higher learning. On the other hand, many students living in other school jurisdictions (i.e., County of Newell #4, County of Forty Mile #8, Bow Island Separate S.D. #82, Brooks S.D. #2092 and Ralston S.D.#4981) live as close to other universities or colleges as they do to Medicine Hat Junior College. Since the majority of these students will have to find board and room away from home whether they attend Medicine Hat Junior College or some other institution, the distance of the institution from home has little consequence.

A study of Table VI reveals that for the immediate area the most popular occupation is education (combining elementary, secondary and physical education), followed by secretarial studies, nursing, data processing, automotive technology, business management, electronics technology, social work, home economics, engineering, forestry, law, architecture, and medical lab. technician, in that order. Other occupations of interest are apparent from the table.

Table VI also gives an indication of the number of students for each occupation with definite plans, etc. This information may be helpful to persons planning specific vocational programs to be offered at the College.

Table VII deals with occupational interests as they relate to educational plans. More specifically, it deals with the occupational

TABLE VII

OCCUPATIONAL INTERESTS OF STUDENTS INTERESTED IN ATTENDING MEDICINE HAT JUNIOR COLLEGE

	Students who complete High School Program				Students unsuccessful in present High School Program					
	University Transfer	Vocational	University Preparatory	TOTAL	University Preparatory	Combined Program	Vocational Program	Vocational Preparation	Apprenticeship Program	TOTAL
Literature	2	1	0	3	1	1	0	0	0	2
History	4	0	0	4	2	1	0	0	0	3
Geography	0	0	0	0	0	0	0	0	0	0
Economics	1	0	0	1	0	1	0	0	0	1
Sociology	1	0	1	2	0	1	0	0	0	1
Anthropology	0	0	0	0	0	1	0	0	0	1
Political Science	3	0	0	3	0	3	0	0	0	3
Public Administration	1	0	0	1	0	0	0	0	0	0
Languages	4	0	0	4	0	3	0	0	0	3
International Studies	1	0	0	1	0	1	0	0	0	1
Music	2	1	0	3	1	1	0	1	0	3
Art	2	0	0	2	1	1	0	0	0	2
Other Fine Arts	0	0	0	0	0	0	0	0	0	0
Mathematics	1	1	0	2	0	0	0	0	0	0
Chemistry	3	0	0	3	0	0	0	0	0	0
Physics	2	0	0	2	0	0	0	0	0	0
Biology	4	0	0	4	1	1	0	0	0	2
Biochemistry	1	0	0	1	0	1	0	0	0	1
Geology	0	0	0	0	0	0	0	0	0	0
Metallurgy	0	0	0	0	1	0	0	0	0	1
Forestry	1	3	0	4	1	1	1	0	0	3
Agriculture	3	2	0	5	2	4	0	0	1	7
Engineering	3	0	0	3	1	4	0	1	0	6
Architecture	3	1	0	4	0	1	0	0	0	1
Law	3	0	0	3	1	3	1	0	0	5
Medicine	3	0	0	3	3	7	0	0	0	10
Theology	2	0	0	2	0	1	0	0	0	1
Dentistry	2	0	0	2	1	2	0	0	0	3
Nursing	5	0	1	6	3	4	3	0	0	10
Pharmacy	4	0	0	4	1	1	0	0	0	2
Education (elementary)	24	0	0	24	6	7	2	0	1	16
Education (secondary)	24	0	0	24	3	16	1	1	0	21
Physical Education	10	0	1	11	1	7	0	0	0	8
Social Work	9	0	0	9	3	7	0	0	0	10
Computer Science	4	1	0	5	0	2	0	0	0	2
Recreation	1	2	2	5	1	1	0	0	0	2
Community Leadership	0	0	0	0	0	0	0	1	0	1
Criminology	0	0	0	0	0	0	0	0	0	0
Civil Service	0	1	0	1	0	0	1	0	0	1
International Service	0	0	0	0	0	0	0	0	0	0

TABLE VII (continued)

	Students who complete High School Program				Students unsuccessful in present High School Program					
	University Transfer	Vocational	University Preparatory	total	University Preparatory	Combined Program	Vocational Program	Vocational Preparation	Apprenticeship Program	total
Defense Service	2	0	1	3	1	2	0	0	1	4
Social Surveys	0	0	0	0	0	0	0	0	0	0
Town Planning	0	0	0	0	0	0	0	0	0	0
Broadcasting	0	1	0	1	0	1	1	1	1	4
Drafting (Architectural)	2	0	1	3	0	0	0	1	0	1
Drafting (Engineering)	0	1	1	2	1	0	0	0	0	1
Survey Technology	1	0	0	1	1	0	0	0	0	1
Structural Technology	0	1	0	1	0	1	0	0	0	1
Mechanical Technology	0	2	0	2	0	0	0	1	1	2
Automotive Technology	2	7	1	10	0	0	3	1	2	6
Aeronautics Technology	2	1	0	3	1	1	0	1	0	3
Electronics Technology	0	1	1	2	1	0	1	3	1	6
Data Processing	2	9	1	12	1	0	3	3	1	8
Agribusiness	1	0	0	1	0	0	0	0	0	0
Agriculture Technology	1	0	0	1	0	1	0	0	0	1
Gas, Oil Technology	0	3	0	3	0	1	1	1	0	3
Chemical Technology	1	0	0	1	1	0	0	0	0	1
Medical Lab. Technician	2	1	1	4	1	1	1	0	0	3
Chemistry Lab. Technician	1	1	0	2	0	0	0	0	0	0
Other Lab. Technician	0	0	0	0	0	0	0	0	0	0
Dental Technician	2	0	0	2	0	0	0	0	0	0
Physiotherapy	1	0	0	1	0	1	0	0	0	1
Home Economics	6	2	0	8	0	9	0	0	0	9
Accounting	4	2	0	6	0	2	0	1	1	4
Secretarial Studies	1	26	1	28	0	0	22	1	3	26
Business Management	3	10	1	14	2	1	5	1	1	10
Personnel, Ind. Relations	1	0	0	1	0	0	0	0	0	0
Hotel, Restaurant Manager	1	0	0	1	0	0	0	2	0	2
Tourist, Travel Business	1	1	0	2	0	0	0	0	0	0
Retailing, salesmanship	1	2	1	4	0	1	1	0	0	2
Advertising, marketing	0	0	0	0	0	0	0	0	0	0
Credit Management	0	0	0	0	0	0	0	0	0	0
Business Research	0	0	0	0	0	0	0	0	0	0
Commercial Art	1	1	0	2	1	1	1	0	0	3
Insurance	0	0	0	0	0	0	1	0	0	1
Banking, Investment	2	3	0	5	1	0	3	0	0	4
Real Estate	0	0	0	0	0	0	0	0	0	0
Building Trades	0	1	0	1	0	0	0	0	0	0
Printing Trades	0	0	0	0	0	0	0	0	1	1
Other Trades	0	1	1	2	0	0	3	3	1	7
Other	3	2	1	6	3	1	3	1	1	9

interests of students who plan to attend Medicine Hat Junior College.

The two questions which relate to this table require further discussion.

Students were asked:

"24. If you obtain your high school diploma, or matriculation, which of the following would be your preference?

____ (1) To attend a university in Alberta;
____ (2) To attend a university elsewhere;
____ (3) To take a university transfer program at Medicine Hat Junior College;
____ (4) To take a vocational program (Business Administration, secretarial science, community leadership, a technology, etc.) at Medicine Hat Junior College;
____ (5) To take a university preparatory program (a program consisting of courses equivalent to Grade XII matriculation but not requiring departmental exams) at Medicine Hat Junior College;
____ (6) To attend some other junior college;
____ (7) To attend an Institute of Technology, private business school, nursing school or vocational training center;
____ (8) To get employment;
____ (9) Other (please specify) ______________________."

and

"53-54. If you do not complete the high school program you are pursuing after three years (four years if you are on a four-year matric program), what will you likely do?

53. ____ (1) Return to high school for another year or semester to complete matric;
____ (2) Return to high school to complete a non-matric program;
____ (3) Enter a technical institute, private business college or nursing school;
____ (4) Take a university preparatory program (a program consisting of courses equivalent to Grade XII matriculation courses but not requiring a departmental exam) at Medicine Hat Junior College;
____ (5) Take a university preparatory program at some other college;
____ (6) Take combined university and matriculation deficiency program at Medicine Hat Junior College;
____ (7) Take combined university and matriculation deficiency program at some other college;

____ (8) Take a vocational program (business, secretarial, technician, etc.) at Medicine Hat Junior College;
____ (9) Take a vocational program at some other institution;
54. ____ (1) Take a vocational preparation program (a one-semester program designed to give students sufficient knowledge in high school math, science and English to gain entrance to a technology program or a trade program at college or at an institute of technology) at Medicine Hat Junior College;
____ (2) Take a vocational preparation program at some other institution;
____ (3) Terminate your education for the time being;
____ (4) Apprenticeship with short courses at Medicine Hat Junior College;
____ (5) Other (please specify) ____________________."

The first 4 columns of Table VII relate to question 24 and the plans of students if successful in their present high school programs.

It is interesting that some students indicate an interest in a university transfer program in an occupation which normally requires vocational training. For example, many students with plans to become technicians plan for university transfer programs.

Even though students were asked at the outset of the questionnaire to assume that a wide variety of vocational courses will be available at Medicine Hat Junior College the response to a later question suggests that many students did not indicate an interest in attending the college to pursue a program not presently offered there. It would seem justifiable to assume that with adequate promotion a vocational program at the College should draw most, if not all, of the students in the immediate area who are interested in further study related to the occupation concerned. If this assumption is accurate, consideration must be given to the group of students who plan to attend institutes of technology and other post-secondary institutions.

Columns 5-10 of Table VII indicate what students will likely do if they are not successful in their present high school programs. It should be kept in mind that only a small proportion of those responding are apt to be unsuccessful and thus carry out their plans.

The data from Table VII suggests that based on the plans of Grade XI and XII students there are few vocational programs warranted at the College. Secretarial studies, business management, data processing and automotive technology appear most promising. However, as previously noted it does not seem advisable to rely wholely on this data.

EDUCATIONAL PLANS

As noted previously, students were asked two questions related to educational plans. Table VIII shows the responses of students in the immediate area and in the surrounding area to those questions. Those directly concerned with the expansion of Medicine Hat Junior College will want to study the table in detail.

Of particular interest is the large number of students from the immediate area who plan to attend a university in Alberta. It will be noted that nearly as many have such plans as have plans to attend a university transfer program at Medicine Hat Junior College. Attempts

TABLE VIII

EDUCATIONAL PLANS OF STUDENTS BY GEOGRAPHICAL AREA AND GRADE

	Medicine Hat City, Redcliff & Med. Hat S.D. #4						*Other School Jurisdictions					
	Grade XI		Grade XII		Total		Grade XI		Grade XII		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Educational plans if successful in High School Program:												
Alberta University	59	13.6	74	16.9	133	15.2	57	23.0	65	26.1	122	24.5
Non-Alta. University	39	9.0	35	8.0	75	8.6	23	9.3	30	12.1	53	10.7
University Transfer M.H.J.C.	80	18.5	76	17.4	157	17.9	15	6.1	6	2.4	21	4.2
Vocational M.H.J.C.	35	8.1	34	7.8	69	7.9	15	6.1	13	5.2	28	5.6
Univ. Preparatory M.H.J.C.	8	1.9	6	1.4	14	1.6	3	1.2	3	1.2	6	1.2
Other Junior College	2	.5	4	.9	6	.7	13	5.2	13	5.2	56	5.2
Tech, Nursing School or Business College	97	22.4	107	24.4	205	23.4	76	30.7	76	30.5	152	30.6
Terminate Education	83	19.2	83	19.0	167	19.1	29	11.7	28	11.2	57	11.5
TOTAL M.H.J.C.	123	28.4	116	26.5	240	27.4	33	13.3	22	8.8	55	11.1
If unsuccessful in present High School Program:												
Return to High School for Matriculation	138	31.9	129	29.5	269	30.7	89	35.9	68	27.3	157	31.6
Return to High School - Non-Matriculation	61	14.1	37	8.5	99	11.3	19	7.7	14	5.6	33	6.6
Tech, Nursing School or Business College	48	11.1	44	10.1	92	10.5	29	11.7	30	12.1	59	11.9
Univ. Preparatory M.H.J.C.	12	2.8	23	5.3	35	4.0	8	3.2	6	2.4	14	2.8
Univ. Preparatory Other College	4	.9	2	.5	6	.7	8	3.2	12	4.8	20	4.0

TABLE VIII (continued)

	Medicine Hat City, Redcliff & Med. Hat S.D. #4						*Other School Jurisdictions					
	Grade XI		Grade XII		Total		Grade XI		Grade XII		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Combined Program M.H.J.C.	39	9.0	48	11.0	87	9.9	11	4.4	12	4.8	23	4.6
Combined Program Other College	6	1.4	11	2.5	17	1.9	5	2.0	21	8.4	26	5.2
Vocational M.H.J.C.	21	4.9	18	4.1	39	4.5	9	3.6	12	4.8	21	4.2
Vocational elsewhere	8	1.9	9	2.1	17	1.9	14	5.7	9	3.6	23	4.6
Vocational preparation M.H.J.C.	13	3.0	9	2.1	22	2.5	2	.8	1	.4	3	.6
Vocational preparation elsewhere	3	.7	5	1.1	8	.9	4	1.6	6	2.4	10	2.0
Terminate education	15	3.5	29	6.6	44	5.0	12	4.8	18	7.2	30	6.0
Apprenticeship M.H.J.C.	8	1.9	3	.7	11	1.3	4	1.6	1	.4	5	1.0
Other	6	1.4	10	2.3	16	1.8	5	2.0	4	1.6	9	1.8
TOTAL M.H.J.C.	93	21.6	101	23.2	214	22.2	41	13.6	32	12.8	66	13.2

* Includes County of Newell #4, County of Forty Mile #8, Bow Island Separate #82, Brooks #2092, Ralston #4981.

should likely be made to encourage this particular group to take advantage of their local institution.

Also significant is the fact that only 7.9% of the students in the immediate area indicated an interest in a vocational program at the College, whereas 23.4% of the group concerned claimed they will attend Tech, a nursing school or business college. Probably as more vocational programs are in fact offered at the College, the level of interest will increase considerably.

It may be concluded that considerable effort could be productively directed toward attracting students from the immediate area to the College. Perhaps the college will not attract a large proportion of those from the surrounding area unless very definite and specific advantages can be offered to them and unless potential students can be convinced of these advantages, but certainly advantages are available and should be apparent for students living in or near Medicine Hat. It is encouraging to note that approximately twice as many students from the surrounding area plan to attend Medicine Hat Junior College as plan to attend some other junior college.

The second portion of Table VIII depicts the answers to the query - what will you do if you are unsuccessful in your present high school program? A large proportion of the students indicate a preference to return to high school. However, nearly one-fourth indicate they would attend Medicine Hat Junior College to pursue a combined matriculation-university program, a university preparatory program, a vocational program or a vocational-preparation program. The most popular program at the college in this regard is the combined university-matriculation program. A smaller, but significant group from the surrounding area also indicated an interest in attending Medicine Hat Junior College to make up courses missed in high school.

Table IX shows a summary of the occupational and educational plans of students in various high school programs. It reveals that 31.9% of the students in a matriculation pattern in high school have as their occupational goals one of the professions. In addition, 12.4 percent in a general diploma program have similar occupational goals; goals which are somewhat inconsistent with their present educational preparation. This inconsistency is apparent throughout the table and suggests that students do indeed need further vocational and educational counselling.

It is apparent from the table that a portion of the students seeking diplomas intend to study at universities outside of Alberta but some also indicate a desire to attend a university in Alberta. Perhaps they intend to take remedial courses before entering university.

Also of interest is the 18.9% of the students attempting matriculation who plan to enter Tech., a nursing school or a private business college. This suggests that not all students in a matriculation program have aspirations to attend a university.

Finally, it should be noted that 20.6% of the students seeking matriculation plan to attend Medicine Hat Junior College if they are

TABLE IX

RELATIONSHIP OF TYPE OF PROGRAM STUDIED AT HIGH SCHOOL TO OCCUPATIONAL INTERESTS AND EDUCATIONAL PLANS

	Matric	General Diploma	Business Diploma	Tech-Voc. Diploma	Ind.-Voc. Diploma	Total Diploma
Arts	5.9	2.3	1.0	2.0	0.0	1.6
Sciences & Mathematics	4.8	.4	0.0	1.0	0.0	.3
Professions	31.9	12.4	3.9	3.0	2.1	7.1
General Vocational	4.9	8.9	3.9	5.9	4.2	6.3
Technical Vocational	15.0	17.0	18.3	53.5	35.4	24.8
Business	5.6	23.6	56.7	6.9	12.5	31.2
Alberta University	31.3	3.1	2.4	2.0	6.3	2.9
Non-Alberta University	13.9	4.6	1.9	5.9	0.0	3.6
University Transfer M.H.J.C.	21.5	1.9	0.0	0.0	0.0	.8
Vocational M.H.J.C.	1.9	9.7	19.7	14.9	2.1	13.3
Univ. Preparatory M.H.J.C.	1.9	1.5	.5	0.0	2.1	1.0
Other Junior College	1.3	5.4	2.9	0.0	2.1	3.4
Tech, Nursing School or Private Business School	18.9	40.2	24.5	59.4	25.0	36.9
Terminate Education	4.7	23.9	43.3	10.9	47.9	30.2
Total M.H.J.C.	25.4	13.1	20.2	14.9	4.2	15.1
If unsuccesful in present High School Program:						
Total M.H.J.C.	20.6	13.1	20.2	13.9	14.6	15.8

Table is read: 31.9% of the students enrolled in a matriculation program are intereste in a professional occupation, 31.3% of this group plan to attend an Alberta university, etc.

unsuccessful in their present high school program. Fifteen decimal eight percent of those in a diploma pattern would also enter the college under the same conditions.

Table X also deals with the educational plans of the students comprising the population under study. It shows the relationship of high school marks, father's education, definiteness of plans, family size, etc., to educational plans. Over three-fourths of the students questioned claimed their high school marks were mostly "B" or better. Of this group about half plan to study at university and only 11.8 percent plan to terminate their education. On the other hand, of the group who indicated their high school marks were less than mostly "B"s, only about 20 percent plan for university and nearly 30 percent plan to terminate their education.

A smaller portion of the group with lower marks than of the group with higher marks plans to attend Medicine Hat Junior College. However when consideration is given to those who plan to attend the college if unsuccessful in present high school studies, the proportions of the two groups are almost equal.

It seems quite significant that only 16.6% of the students whose fathers have less than grade 8 education plan to attend a university in Alberta whereas 25.5 percent of those whose fathers have some post-secondary education have the same plans. However, when university transfer at Medicine Hat Junior College is considered the percents are 12.3 and 15.3 respectively.

TABLE X

RELATIONSHIP OF HIGH SCHOOL MARKS, FATHER'S EDUCATION, DEFINITENESS OF PLANS, FAMILY SIZE, ETC., TO EDUCATIONAL PLANS

Educational Plans If Successful in High School Program	High School Marks		*Father's Education			Definiteness of Plans				Family Size Including Parents			Siblings Attended(ing) M.H.J.C.	
						Very or Fairly Definite		Indefinite or very Indefinite						
	Mostly "B" or better	Less than Mostly "B"s	Grade 8 or less	Graduate from High S or less	Post - secondary	Parents Approve	Parents Disapprove	Parents Approve	Parents Disapprove	Three	Four - Five	Six or More	None	One or more
Alberta University	22.9	7.5	16.6	17.9	25.5	19.0	15.1	25.8	11.8	18.7	17.9	22.2	20.1	10.9
Non-Alberta University	10.1	7.8	6.2	8.9	13.6	9.0	5.7	11.4	10.8	9.1	8.8	11.0	9.7	7.9
University Transfer M.H.J.C.	15.3	4.8	12.3	12.7	15.3	14.2	9.4	14.0	9.8	10.4	12.9	12.9	11.8	27.2
Vocational M.H.J.C.	6.0	9.6	8.4	7.3	3.8	5.5	5.7	5.7	9.8	7.7	7.5	5.4	6.8	6.9
University Preparatory M.H.J.C.	1.2	2.1	1.2	1.4	1.3	1.4	3.8	.9	2.9	1.7	1.7	.7	1.4	2.0
Other Junior College	2.1	2.7	2.0	2.2	1.7	2.7	0.0	1.8	2.0	2.5	2.1	2.3	2.1	1.0
Tech, Nursing School or Private Business School	25.8	28.9	27.9	27.2	23.4	28.9	32.1	23.1	25.5	23.6	27.6	23.8	26.4	25.7
Terminate Education	11.8	28.9	19.3	16.5	9.8	13.2	17.0	12.7	23.5	21.7	16.1	14.5	15.9	11.9
TOTAL M.H.J.C.	22.5	16.6	21.8	21.4	20.4	21.0	18.9	20.5	22.6	19.8	22.1	18.9	20.0	36.6
If unsuccessful in present High School Program														
TOTAL M.H.J.C.	18.6	18.4	14.6	15.8	16.2	19.8	20.8	18.3	19.6	20.9	19.6	16.1	19.8	29.7

* Students were asked to use mother's education if she alone works to support the family.

This table shows the percent of the subgroups listed across the top who indicated various educational plans, e.g., 19.0% of the students with definite plans and parental approval plan to attend an Alberta University.

It is also apparent that the general educational aspirations are higher for students from families with high educational attainment than from families with a lower level. The percent planning to terminate their education decreases with an increase in the father's educational attainment. The same is true for the percent planning a vocational program. It would be most significant, however, if there is a tendency for the Junior College to increase the proportion of the low education group who will continue their education as there appears to be.

It is apparent from the table that parents tend to approve of student educational choices when the choices are for university education. Parents do not show the same degree of approval when plans are for vocational education, terminating education or entering a university preparatory program. For example, 1.4% of the students with definite plans and parental approval plan a university preparatory program at the College whereas 3.8 percent of the group with definite plans but lacking parental approval have similar plans. A similar pattern exists for students with indefinite plans.

Family size does not appear to have the effect on educational plans which might be expected. A larger proportion of the students from large families (six or more in the family) plan to attend university programs and a smaller proportion plan to terminate their education than do those from smaller families. However, only 16.1% of the students from families of six or more plan to attend Medicine Hat

Junior College if they are unsuccessful in their present high school program whereas 19.6% of those from families of 4 or 5 and 20.9% of those from families of three or less have such plans.

It seems a student is much more apt to plan to attend Medicine Hat Junior College if he has a brother or sister who has attended or is attending the college. However, even among this group 10.9% plan to attend a university in Alberta and 7.9% plan to attend a university outside Alberta. Thirty-six decimal six percent of the students who have brothers or sisters who are attending or are alumni of the college plan to attend it as opposed to 20 percent of the group whose siblings have not participated at the College. A similar pattern exists when consideration is given to those planning to attend the college if unsuccessful in present high school program.

Figure I depicts graphically the characteristics of students planning to attend Medicine Hat Junior College as compared to characteristics of the entire population. It introduces some topics in need of further discussion. This will be forthcoming.

TYPE OF VOCATIONAL PROGRAM

Those students who indicated an interest in a vocational program at Medicine Hat Junior College were asked what type of program they preferred. Tables XI and XII show the responses to the question. The numbers involved are small and comparisons of different grades, etc.,

FIGURE 1

CHARACTERISTICS OF STUDENTS PLANNING TO ATTEND M.H.J.C. - COMPARED TO CHARACTERISTICS OF TOTAL POPULATION

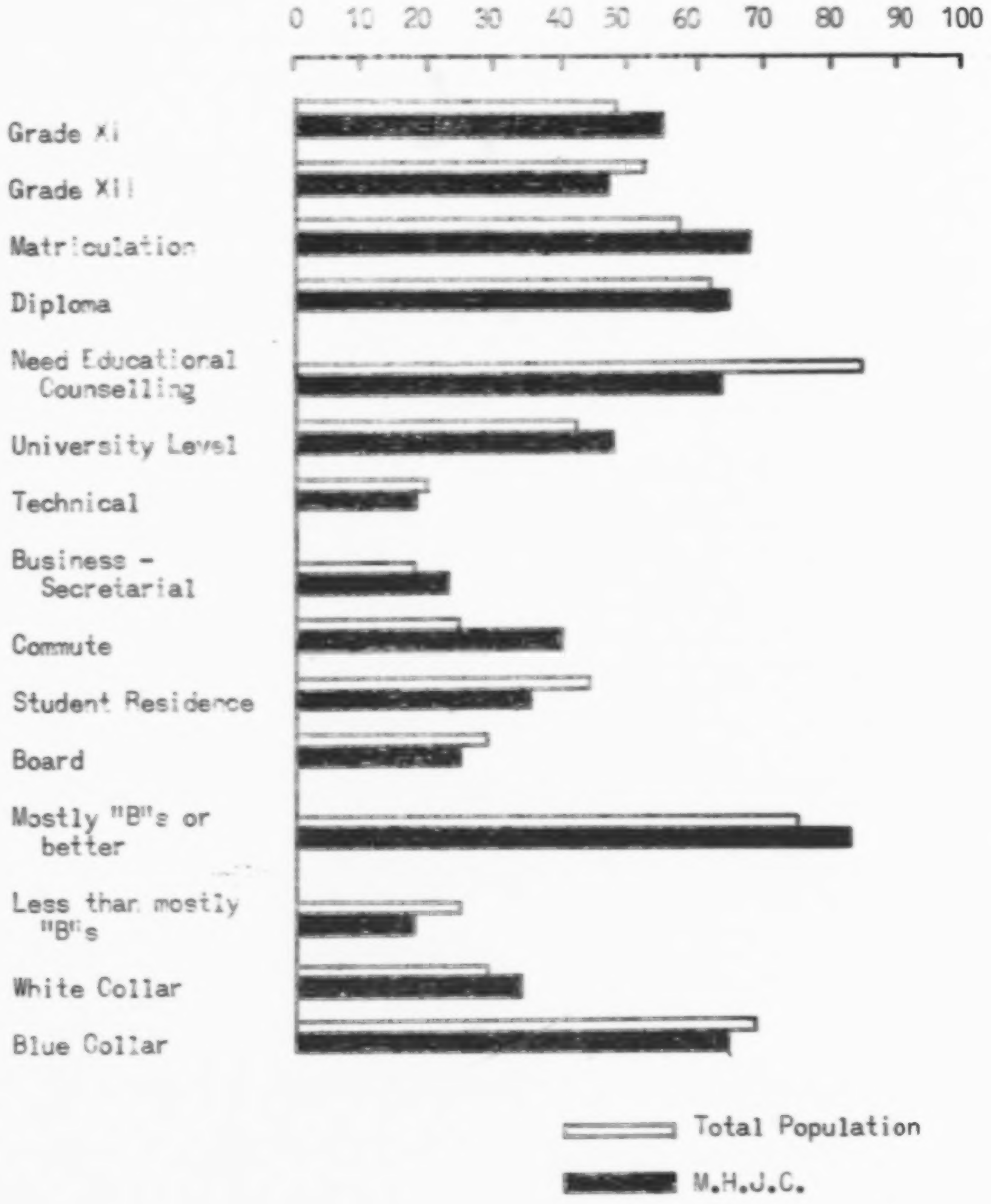

TABLE XI

TYPE OF VOCATIONAL PROGRAM PREFERRED BY STUDENTS INTERESTED IN ATTENDING MEDICINE HAT JUNIOR COLLEGE - BY GEOGRAPHICAL AREA AND GRADE

	Medicine Hat City, Redcliff & Med. Hat S.D. #4						*Other School Jurisdictions						Total all Students	
	Grade XI		Grade XII		Total		Grade XI		Grade XII		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One-year Terminal Program	3	.7	14	3.2	17	1.9	9	3.6	2	.8	11	2.2	29	2.0
Two-year Terminal Program	7	1.6	8	1.8	15	1.7	4	1.6	1	.4	5	1.0	20	1.4
Transfer to Tech.	17	3.9	10	2.3	27	3.1	1	.4	5	2.0	6	1.2	31	2.2
Transfer to U.S. University	1	.2	2	.5	3	.3	2	.8	0	0.0	2	.4	4	0.3
Apprenticeship	8	1.9	2	.5	10	1.1	0	0.0	3	1.2	3	.6	13	0.9
Total Terminal	10	2.3	22	5.0	32	3.7	13	5.2	3	1.2	16	3.2	49	3.4
Total Transfer	18	4.2	12	2.7	30	3.4	3	1.2	5	2.0	8	1.6	35	2.4

* Includes County of Newell #4, County of Forty Mile #8, Bow Island Separate #32, Brooks #2092, Ralston #4981.

TABLE XII

RELATIONSHIP OF TYPE OF VOCATIONAL PROGRAM TO OCCUPATIONAL CHOICE

	One-year Terminal	Two-year Terminal	Transfer to Tech.	Transfer to U.S. University	Appren-ticeship	Total Terminal
Recreation	0	1	1	0	0	1
Community Leadership	0	0	0	0	0	0
Criminology	0	0	0	0	0	0
Civil Service	0	0	0	0	1	0
International Service	0	0	0	0	0	0
Defense Service	0	0	0	0	0	0
Social Surveys	0	0	0	0	0	0
Town Planning	0	0	0	0	0	0
Broadcasting	0	0	1	0	0	0
Drafting (Architectural)	0	0	0	0	0	0
Drafting (Engineering)	0	0	1	0	0	0
Survey Technology	0	0	0	0	0	0
Structural Technology	0	0	1	0	0	0
Mechanical Technology	0	0	1	0	0	0
Automotive Technology	2	1	3	0	1	3
Aeronautics Technology	0	0	1	0	0	0
Electronics Technology	0	0	1	0	0	0
Data Processing	1	4	5	0	0	5
Agribusiness	0	0	0	0	0	0
Agriculture Technology	0	0	0	0	0	0
Gas, Oil Technology	0	0	2	1	0	0
Chemical Technology	0	0	0	0	0	0
Medical Lab. Technician	0	0	1	0	0	0
Chemistry Lab. Technician	0	1	0	0	0	1
Other Lab. Technician	0	0	0	0	0	0
Dental Technician	0	0	1	0	0	0
Physiotherapy	0	0	0	0	0	0
Home Economics	1	1	0	0	0	2
Accounting	0	0	0	0	1	0
Secretarial Studies	13	7	4	0	2	20
Business	3	3	5	1	1	6
Commercial Art	0	0	0	0	1	0
Insurance	0	0	0	0	0	0
Banking, Investment	1	0	0	0	2	1
Real Estate	0	0	0	0	0	0

would probably not be very meaningful.

Table XI shows that students prefer a one-year terminal program to a two-year terminal program and that a transfer program to Tech. is more popular than either of the other two.

In fact 30% of the students planning vocational studies at the college desire a one-year terminal program, 21% a two-year terminal program, 32% a transfer program leading to further study at a technical institute, 4% a transfer program to a U.S. university and 13 percent favored an apprenticeship program. All told then, 51% stated a preference for terminal programs compared to 36% for transfer programs.

From Table XII it is apparent that students in secretarial science generally prefer a one-year terminal program whereas a transfer program leading to Tech. is favored by students in several other occupations. Curriculum planners will be interested in a thorough investigation of the table.

EDUCATIONAL PLANS - IF UNSUCCESSFUL IN HIGH SCHOOL

Table XIII deals with the educational plans of students. It is specifically concerned with what students plan to do if they are unsuccessful in their present high school programs. The table is read as follows: of the group who plan to attend a university in Alberta if they are successful in their high school programs, 50 or 17.7% plan to attend Medicine Hat Junior College if they are unsuccessful.

TABLE XIII

CHANGE OF STUDENT EDUCATIONAL PLANS IF UNSUCCESSFUL IN PRESENT HIGH SCHOOL PROGRAM

If Unsuccessful in High School Program		Education Plans if Successful in High School Program							
		Alberta University	Non-Alberta University	University Transfer MHJC	Vocational MHJC	University Preparatory MHJC	Other Junior College	Tech, Nursing School or Business College	Employment
Some Program at M.H.J.C.	No.	50	21	87	36	10	4	25	26
	%	17.7	15.1	46.8	36.4	45.5	11.8	6.4	11.3
Return to High School for Matriculation	%	50	49.6	41.4	10.1	31.8	11.8	26.1	13.9
Return to High School for Non-Matriculation	%	1.8	3.6	1.1	14.2	13.6	17.7	11.5	23.5
Tech, Nursing School or Business College	%	6.7	2.2	2.2	9.1	0.0	5.9	29.4	5.6
University Preparatory at M.H.J.C.	No.	14	10	19	2	3	2	2	0
	%	5.0	7.2	10.2	2.0	13.6	5.9	0.5	0.0
University Preparatory at some other Junior College	%	3.9	7.2	0.5	0.0	4.6	5.9	0.5	0.4
Combined University-Matric at M.H.J.C.	No.	29	8	66	2	2	0	3	2
	%	10.3	5.8	35.5	2.0	9.1	0.0	0.8	0.9
Combined University-Matric at some other college	%	9.2	8.6	2.2	0.0	0.0	2.9	0.5	0.0
Vocational at M.H.J.C.	No.	2	2	0	23	2	1	10	15
	%	0.7	1.4	0.0	23.2	9.1	2.9	2.6	6.5
Vocational elsewhere	%	0.0	2.2	0.0	4.0	0.0	14.7	5.6	1.3
Vocational preparatory M.H.J.C.	No.	3	1	2	5	1	1	8	4
	%	1.1	0.7	1.1	5.1	4.5	2.9	2.1	1.7
Vocational preparatory elsewhere	%	0.4	0.0	1.1	1.0	0.0	2.9	1.8	3.0
Terminate education	%	3.2	2.2	0.0	3.0	0.0	5.9	1.8	20.8
Apprenticeship M.H.J.C.	No.	2	1	1	0	0	0	7	5
	%	0.7	0.7	0.5	0.0	0.0	0.0	1.8	2.2

The table reveals that 50% of the group with plans to attend an Alberta university will return to high school if they are unsuccessful in their present high school studies. Of this group 10.3% will want to take a combined university-matriculation program at the college and 9.2% will want such a program at another college. Only 3.2% plan to terminate their education if faced with failure in their high school program. Similarly 15.1% of those planning to attend a university outside Alberta, 11.8% of those planning to attend another junior college, 6.4% of the students planning to attend Tech., a nursing school or business college and 11.3% of those planning to gain immediate employment will attempt to attend the Medicine Hat Junior College if unsuccessful in their present high school programs.

Nearly half of those planning on attending the college will do so regardless of whether they are successful in their high school programs or not. Forty-six decimal eight percent of those planning a university transfer program, 36.4 percent of those planning a vocational program and 45.5% of those planning a university preparatory program plan to attend the college even if they are unsuccessful in high school.

In fact if all the grade XI and XII students in the population studied were unsuccessful in their high school programs, the college would have an enrollment as large as it would if the students were all successful. That is, if all students acted according to their stated plans.

WHY STUDENTS PLAN TO ATTEND MEDICINE HAT JUNIOR COLLEGE

Two questions on the questionnaire were concerned with the reasons for students choosing to attend or not to attend Medicine Hat Junior College.

Students were instructed as follows:

"26-38. Please indicate the most important reasons for your choice to attend Medicine Hat Junior College by ranking the items below, i.e., mark the most important reason "1", the next most important "2", etc. ANY ITEM WHICH IS NOT A REASON FOR YOUR CHOICE SHOULD BE LEFT BLANK.

26. ____ Tuition costs are lower than at most universities or institutes of technology;
27. ____ Classes at junior college may be smaller than at university;
28. ____ Board and room is generally less in Medicine Hat than at other universities, colleges or institutes;
29. ____ It allows one to live at home while attending college;
30. ____ I expect more opportunity for participation in sports and social activities;
31. ____ It provides for an easier transition from high school to university;
32. ____ I feel I can get better instruction at junior college than at a university or institute of technology;
33. ____ My friends are planning to attend or are attending Medicine Hat Junior College;
34. ____ My parents insist that I attend Medicine Hat Junior College;
35. ____ The program I am interested in is not offered elsewhere;
36. ____ The College was recommended by teachers, principal, guidance counsellor, former students, etc.;
37. ____ I have relatives or friends with whom I would live in Medicine Hat;
38. ____ Other (please specify) ________________________________"

"39-50. If you did not mark (3), (4) or (5) for question 24, please indicate the most important reasons for not choosing to attend Medicine Hat Junior College, by ranking the items below, i.e., mark the most important reason "1", the next most important reason "2", etc. ANY ITEM WHICH IS NOT A REASON FOR YOUR CHOICE SHOULD BE LEFT BLANK.

39. ____ I want to go away from home to attend college;
40. ____ Medicine Hat Junior College does not offer the courses I am interested in;
41. ____ I feel I can get better instruction at some other college or university;
42. ____ I do not plan to further my education at present;
43. ____ Other universities and colleges are nearly as close to my home and just as appealing;
44. ____ I do not like to transfer at the end of one year. If the first two years of university were offered, I would attend Medicine Hat Junior College;
45. ____ I have to pay full fees since I am not a resident of a participating school division or district;
46. ____ I want to attend a college or university which operates on a semester basis;
47. ____ My friends are going to other colleges or universities;
48. ____ I have close relatives in another center with whom I will board;
49. ____ I want to attend the same college that a friend or member of the family attended;
50. ____ Other, please specify ______________________________."

The responses were then analyzed and data obtained concerning the percent of the population who ranked each item as first, the percent who ranked each second, etc. Table XIV contains this information as well as the percent who ranked each item as first, second or third and the percent who ranked each from first to ninth.

The fact that they could live at home while attending college was considered the most important reason for attending Medicine Hat Junior College by the largest proportion of the population. Less tuition was also ranked first by many students.

TABLE XIV

REASONS FOR CHOICE TO ATTEND MEDICINE HAT JUNIOR COLLEGE - LISTED BY PERCENT RANKING ITEM AS FIRST, SECOND OR THIRD IN IMPORTANCE

	Rank Assigned				
	First	Second	Third	First-Third	First-Ninth
Tuition less	4.9	4.7	3.8	13.4	15.9
Live at home	7.7	3.7	2.0	13.4	15.9
Transition from High School	2.8	3.5	3.2	9.5	13.1
Smaller classes	1.3	3.7	3.0	8.0	13.8
Better instruction	1.5	1.3	0.8	3.7	7.2
Board & Room less	0.5	1.1	1.0	2.6	4.9
Opportunity for sports and social activities	0.2	0.6	1.3	2.1	7.1
Recommended	0.5	0.2	1.2	1.9	5.6
Relatives to live with	0.5	0.8	0.3	1.5	2.6
Friends plan to attend	0.1	0.5	0.7	1.3	4.2
Parents insist	0.4	0.4	0.3	1.1	2.2
Unique programs	0.6	0.1	0.2	0.8	1.2
Other	0.2	0.1	0.0	0.3	0.5

The items have been listed on the table according to the percent who ranked them first, second or third. That is, "less tuition" and "live at home" were both ranked first, second or third by 13.4% of the students. The next in importance ("provides for an easier transition from high school to university") was ranked first, second or third by 9.5 percent of the students.

It is apparent from the table that after "smaller classes" the percent considering each item significant drops considerably and only a very small percent of the students considered such things as better instruction, room and board less, opportunity for sports and social activities, etc., as significant reasons for planning to attend Medicine Hat Junior College.

It appears then that a large proportion of the students entering the college will not do so because they feel it is a superior institution or because of any social, emotional or family ties to it. The development of a sense of belonging and pride in the institution will largely have to be cultivated after the students enter.

Table XV also shows the percent ranking the various reasons as first, second or third in importance. However, it shows a breakdown of the data according to the area in which the parents of the students reside and according to the grade in which the students are enrolled. The differences in percents for the immediate area and the surrounding area result from a smaller percent of the students in the surrounding area answering the question. That is, only those planning to attend

TABLE XV

RELATIONSHIP OF STUDENT"S LOCATION AND GRADE TO REASONS FOR CHOICE TO ATTEND MEDICINE HAT JUNIOR COLLEGE - LISTED BY PERCENT RANKING ITEM AS FIRST, SECOND OR THIRD IN IMPORTANCE

	All Students	Medicine Hat City, Redcliff and Med. Hat S. D. #4			Other School Jurisdictions		
		Grade XI	Grade XII	Total	Grade XI	Grade XII	Total
Tuition less	13.4	18.0	19.2	18.5	6.9	4.0	5.4
Live at home	13.4	22.4	18.3	20.3	3.6	2.0	2.8
Transition from High School	9.5	12.5	13.9	13.3	5.2	3.2	4.2
Smaller classes	8.0	10.4	10.7	10.6	4.8	3.2	4.0
Better instruction	3.7	3.9	5.0	4.5	3.2	1.6	2.4
Board & Room less	2.6	3.5	2.5	3.0	3.6	1.2	2.4
Opportunity for sports and social activities	2.1	3.7	1.6	2.6	2.0	.8	1.4
Recommended	1.9	3.0	2.0	2.5	.8	2.0	1.4
Relatives to live with	1.5	1.4	1.8	1.6	2.4	.4	1.4
Friends plan to attend	1.3	1.9	1.6	1.7	1.2	.4	.8
Parents insist	1.1	2.3	.9	1.6	.4	.4	.4
Unique program	.8	.5	.9	.7	.4	1.6	1.0

the college responded to this question and a smaller proportion of the students from the surrounding area have plans to attend the college.

Naturally being able to live at home ranked lower for students from the surrounding area than for those from the immediate area since many of these students would, in fact, have to find board and room in the city. Beyond this, items received nearly equal emphasis from the two groups.

It is interesting that grade XI students give more emphasis to being able to live at home than do the grade XII students. Other differences according to grade are also apparent from the table.

WHY STUDENTS DO NOT PLAN TO ATTEND MEDICINE HAT JUNIOR COLLEGE

Students who indicated that they did not plan to attend Medicine Hat Junior College were asked why. That is, they were asked to rank several possible reasons according to their importance or to indicate their reasons if they were not included in the list.

It will be noted from Table XVI that the most important single reason for students choosing not to attend Medicine Hat Junior College was the fact that the college does not offer the courses some students are interested in. Almost one-fourth of the students ranked this item first, second or third in importance. Undoubtedly the college will never be able to satisfy the needs of all young adults but an expansion of the vocational programs should decrease considerably the

TABLE XVI

REASONS FOR CHOICE NOT TO ATTEND MEDICINE HAT JUNIOR COLLEGE - LISTED BY PERCENT RANKING ITEM AS FIRST, SECOND OR THIRD IN IMPORTANCE

	Rank Assigned				
	First	Second	Third	First-Third	First-Ninth
M.H.J.C. does not offer courses wanted	16.6	5.0	1.2	22.8	24.6
Better instruction elsewhere	8.6	6.7	3.3	18.5	21.1
Terminate education	15.4	1.3	0.4	17.0	17.6
Get away from home	7.1	5.7	4.0	16.8	19.5
Relatives to board with eldewhere	3.1	3.8	4.0	10.9	14.3
Semester college preferred	2.9	4.2	3.5	10.6	14.1
Don't like to transfer	3.2	4.0	2.2	9.4	12.5
Other Colleges or Universities nearly as close	3.1	3.2	1.6	7.9	10.7
Other	4.3	1.7	0.6	6.5	7.2
Want to attend Alma Mater of friend or parent	1.1	2.2	1.9	5.2	7.9
Friends going elsewhere	0.6	2.2	2.2	5.0	9.6
Full fees required	0.6	2.1	0.8	3.5	5.2

percent choosing this reason.

The intention to terminate formal education was given as the most important reason for 15.4% of the students not choosing to attend the College. This group has perhaps little significance to our present concern since they do not plan to attend any institution of higher learning. Certainly, however, they should be encouraged to further their education.

It is significant that a total of 21.1 percent of the students chose not to attend the college because they felt they would receive better instruction at some other institution. College personnel would, of course, argue that these students have made an inaccurate evaluation, but the important thing is that the students are convinced they will obtain better instruction elsewhere. In the previous section of the report it was pointed out that not a very large proportion of the students planning to attend Medicine Hat Junior College considered the likelihood of obtaining better instruction as a significant reason for doing so. In light of these two findings, it appears that some considerable thought should be given to this item.

It is interesting that many students chose to attend the college so that they could live at home while an equally significant group chose not to attend so that they could get away from home. This is presumably something that college personnel can do little about.

Other reasons that seem significant for future planning are a preference for a semester system, an aversion to transferring at the end of the first year of university and the fact that other colleges or universities are nearly as close and just as appealing. Perhaps equally important is the lack of emphasis placed on sticking with friends and obtaining reduced tuition fees. It should, of course, be remembered that only students from a few of the areas are required to pay full fees. A geographical breakdown of this data will be revealing in this regard.

Table XVII indicates the percent of students in each school jurisdiction who ranked each item first, second or third in importance.

It is perhaps significant that considerably more students from the County of Forty Mile ranked better instruction elsewhere as an important reason for not planning to attend the College than students from any other area. The County of Forty Mile is not a participating body and college personnel have not paid many visits to the schools in this area to explain the advantages of the Junior College.

It should be pointed out that percentages on Table XVII cannot be compared directly since they represent the percent of all students living in each area whereas only those students not planning to attend Medicine Hat Junior College completed the question related to the table. Fewer students from school jurisdictions in and around Medicine Hat responded to this question. The important thing for comparative purposes is the ranking of the items in each area.

Students living in or close to Medicine Hat ranked the fact that the college does not offer courses in which they are interested

TABLE XVII

REASONS FOR CHOICE NOT TO ATTEND MEDICINE HAT JUNIOR COLLEGE BY SCHOOL JURISDICTION IN WHICH PARENTS LIVE - LISTED BY PERCENT RANKING ITEM FIRST, SECOND OR THIRD IN IMPORTANCE

	Medicine Hat S.D.#76	Medicine Hat Separate S.D.#21	Medicine Hat S.D. #4	Redcliff S.D. #2283	County of Newell	County of Forty Mile	Bow Island Separate S.D.#82	Brooks S.D. #2092	Ralston S.D. #4981	Acadia S.D. #8
M.H.J.C. does not offer courses wanted	21.5	19.1	25.2	32.1	24.6	24.5	27.3	23.6	15.2	16.4
Better instruction elsewhere	16.1	12.5	19.4	15.1	19.1	30.3	18.2	23.6	15.2	16.4
Terminate Education	19.0	16.9	25.2	24.5	13.6	9.7	0.0	15.7	27.3	8.2
Get away from home	21.5	14.7	9.4	18.9	8.0	26.5	13.6	10.1	21.2	11.0
Relatives to board with elsewhere	6.2	7.4	8.6	9.4	16.6	14.9	18.2	13.5	12.1	30.1
Semester College preferred	8.3	8.8	8.6	15.1	12.6	15.5	27.3	6.7	12.1	16.4
Don't like to transfer	7.8	9.6	8.6	3.7	10.6	15.5	27.3	6.7	12.1	6.9
Other Colleges or Universities nearly as close	2.4	2.2	2.9	1.9	17.1	21.3	13.6	13.5	0.0	13.7
Other	5.8	5.9	3.6	5.7	9.1	7.7	0.0	4.5	12.1	12.3
Want to attend Alma Mater of friend or parent	2.9	4.4	5.0	3.8	4.0	11.6	4.6	5.6	0.0	17.8
Friends going elsewhere	3.8	3.7	6.5	1.9	8.0	1.9	0.0	5.6	6.1	15.1
Full fees required	0.5	1.5	2.2	3.8	2.5	12.3	31.8	6.7	6.7	4.1

first in importance. This was also true for the County of Newell. Other students living some distance from the Hat considered other reasons of greater importance. Another item (the desire to get away from home) was also considered equally important by students living in Medicine Hat S.D. #76. Full fees were cited as the most important reason for students from Bow Island Separate S.D. #82 not planning to attend the College. This was also considered relatively important by students in the County of Forty Mile. The fact that some students in each area indicated this as a reason for not planning to attend suggests that not all students from participating jurisdictions are aware that they are not required to pay full fees, in spite of the fact that this information was printed on the questionnaire. It would be interesting to know the number of students and parents who are not aware of fee structures.

Additional variations from one school district to another can be discerned from the table.

THE NEED FOR STUDENT RESIDENCES

Questions concerning students' interest in commuting from home, living in student residences or boarding in the college community were included in the questionnaire. Information gleaned from these questions should assist college planners in the development of a new campus.

The questions read:

"51. If you were able to go to college or university and had the following options, which would you prefer?

____ (1) To commute daily from home;
____ (2) To live in a student residence;
____ (3) To board in the college community.

52. If you prefer to commute, how far would you be willing to travel (round trip) daily?

____ (1) Up to twenty miles;
____ (2) Up to thirty miles;
____ (3) Up to forty miles;
____ (4) Up to sixty miles;
____ (5) Up to one hundred miles."

Table XVIII shows the nature of the responses. It is apparent that comparatively more students from the immediate than from the surrounding area would prefer to commute and fewer would prefer board in the college community. Approximately equal proportions indicate a preference for student residences. Only a portion of these students plan to attend Medicine Hat Junior College, and therefore it cannot be concluded that many students who plan to attend the college and whose parents live within commuting distance of the college would prefer to live in student residences. However, considering the large percent of those planning to attend the College who indicated this preference it appears that at least some students from the City would like to live in student residences at Medicine Hat Junior College. Perhaps different results would have been obtained had the questionnaire been administered to the parents rather than to the students.

TABLE XVIII

RELATIONSHIP OF STUDENT'S LOCATION, GRADE AND INTEREST IN ATTENDING MEDICINE HAT JUNIOR COLLEGE TO DESIRE TO COMMUTE, LIVE IN RESIDENCES OR BOARD IN THE COLLEGE COMMUNITY

	Medicine Hat City, Redcliff and Med. Hat S.D. #4			Other School Jurisdictions			Interest in M.H.J.C.				
	Grade XI	Grade XII	Total	Grade XI	Grade XII	Total	University Transfer	Vocational	University Preparatory	Total	
	%	%	%	%	%	%	%	%	%	No.	%
Commute daily from home	26.1	33.6	29.9	10.1	12.1	11.1	45.7	34.3	27.3	125	40.7
Live in student residences	45.0	39.7	42.2	52.8	41.4	47.1	34.4	38.4	31.8	109	35.5
Board in College community	24.9	20.3	22.7	33.1	39.0	36.0	18.8	25.3	40.9	69	22.5
If commute, how far round trip:											
Up to 20 miles	18.7	30.6	24.7	5.2	10.0	7.7	28.0	25.3	27.3	83	27.0
Up to 30 miles	6.5	4.3	5.5	2.4	3.6	3.0	8.6	6.1	4.6	23	7.5
Up to 40 miles	2.8	3.4	3.1	2.8	1.6	2.2	3.8	3.1	4.6	11	3.6
Up to 60 miles	1.9	1.4	1.6	2.8	2.8	2.8	2.7	4.0	0.0	9	2.9
Up to 100 miles	2.3	.9	1.7	3.6	.4	2.0	1.1	2.0	0.0	4	1.3

Of importance to planners is the fact that 109 students, 35.5% of those planning to attend the college wish to live in residences. Few students are willing to commute more than 20 miles round trip daily. Perhaps before decisions are made in this regard information should be collected concerning accommodation of students presently enrolled at the college.

CHAPTER IV

SUMMARY OF FINDINGS

It is difficult to summarize a report which is itself in essence a summary of findings. Perhaps however, some broad and sketchy generalizations will assist the reader who has made a thorough study of the tables and figures.

Several occupations which normally require less than university education as preparation were chosen by a large enough group of students to warrant further consideration. Listed in order of choice, they are:

1. Secretarial studies;
2. Nursing;
3. Business and Finance;
4. Data processing;
5. Automotive technology;
6. Electronics technology;
7. Home economics;
8. Medical lab. technician;
9. Drafting;
10. Trades;
11. Recreation;
12. Broadcasting.

The first occupation on the list was chosen by 124 grade XI and XII students whereas the last was chosen by only 15.

Of the grade XI and XII students living in Medicine Hat, Redcliff and Medicine Hat S.D.#4, 240 or 27.4 percent plan to attend Medicine Hat Junior College. In comparison, 419 or 47.8 percent of this group plan to attend some other post-secondary educational institution. Much needs to be done to attract students from the immediate college area. Certainly there are numerous advantages to be gained by these students in attending the college. The problem is making them aware of the advantages and making the college more appealing.

As is expected only 11.1% of the students from outlying areas plan to attend Medicine Hat Junior College compared to 71% who plan to further their education elsewhere. Consideration should be given to programs and facilities which would make the college more attractive to these students as well.

An understanding of the reasons for students' choices to attend or not to attend Medicine Hat Junior College may assist those concerned in making the college more attractive.

Students indicated that the most important reasons for their decisions to attend Medicine Hat Junior College concern (a) lower tuition, (b) the ability to live at home while attending college, (c) an expected smoother transition from high school, and (d) anticipated smaller classes. Other reasons were indicated but were not considered important by very many students. Most students did not consider recommendations from others, opportunity for sports and social activities, parental insistence or the fact that their friends were planning to attend the College as significant reasons for their plans. Very few indicated they were planning to attend the college to take advantage of unique educational offerings.

Many students, on the other hand, claimed the most important reason for their choice not to attend Medicine Hat Junior College was that the courses in which they are interested are not available there.

This reason was, in fact, ranked first, second or third by more students than any other single reason.

Second in importance was the opinion that better instruction can be obtained at some other institution. The reason placed third in importance related to students' intentions to terminate their education. This was followed by a desire to get away from home. A relatively small proportion of the student population listed the fact that they would have to pay full fees as an important reason for not choosing to attend. However, a large proportion of some segments of the population were concerned about this item. A considerable number of the students living in Bow Island gave this as a reason for not attending. Perhaps more students from that area would attend the college if their fees were lower.

Those students who plan to study vocational courses at the college desire a variety of educational programs. About one-third would like a one-year terminal program, one-fifth prefer a two-year terminal program and one-third would like a transfer program articulated with a technical institute.

The majority of the students with plans to attend the college would prefer to live in student residences or to board in the city. Forty percent indicated they would prefer to commute daily from home. Of this group the majority indicated they would travel up to 20 miles round trip daily but a few would travel up to 100 miles round trip.

Approximately one-third of the students planning to attend the college stated a preference for living in student residences. Possibly more students would plan to attend if residences were available.'

* * * *

The final task of evaluating the data presented in this report and making recommendations for the future development of the college rests with the Advisory Committee and others concerned with post-secondary education. It is sincerely hoped that this information will be of value to those making these important decisions.

APPENDIX "A"

THE QUESTIONNAIRE

(The questionnaire as it was administered to the students was on $8\frac{1}{2}$ x 14-inch sheets and thus each question was complete on one page. In transferring the material to $8\frac{1}{2}$ x 11-inch sheets for inclusion in the report, some questions have been split up so that part of the question appears on one page and part on another.)

MEDICINE HAT JUNIOR COLLEGE

Educational and Occupational Plans of High School Students

The information gathered on this questionnaire will be treated anonymously. You need not put your name on the form. Please answer all the questions as carefully as you can. The information you supply will help in the planning of the expansion of the Medicine Hat Junior College.

Before you begin the questionnaire you should be reminded, or made aware, of some facts about the College at Medicine Hat.

Medicine Hat Junior College is presently in its third year of operation. It is affiliated with the University of Calgary and students completing the first year of university at the College can transfer to most universities in Canada and elsewhere.

The College presently offers the following programs:

1. First-year university (except engineering);

2. University preparatory program - courses equivalent to Grade XII matriculation courses but not requiring a departmental examination. A student lacking two or three Grade XII matriculation subjects may take some university courses while completing his deficiencies at the College or he may take a full year of preparatory courses and then enter the first year of university at the College;

3. Combined university-matriculation program - A student with one Grade XII deficiency may take four university courses and complete his deficiency either at the College, at Night School or in some other way;

4. Vocational courses - At present business administration and secretarial science are being offered. It is anticipated that many more programs will be added. For purposes of this questionnaire, please assume that the College will offer a wide variety of vocational programs including at least one year of several technical programs now offered at the Institute of Technology.

The College enrollment this year is about 165. Many sports and cultural activities are provided for and an active student government is in operation. Students whose parents live within the boundaries of participating school units pay fees of $150 as compared to $300 to $350 at Alberta universities. Participating boards are:

Medicine Hat S.D. #76 (City)
Medicine Hat Separate S.D.#21
Medicine Hat S.D. No. 4 (Rural)
Redcliff S.D. #2283
County of Newell #4.

Other students pay fees equivalent to those at the University of Calgary.

Students from outside of the city can obtain board and room at very reasonable rates.

Since the questionnaire has been prepared for analysis by computer, the numbering of questions is somewhat unconventional. If you have any questions concerning this or anything else, pertaining to the questionnaire, please ask the examiner.

* * * *

Now, please place a check mark on the appropriate line for each question below:

1. ______)
) For office use only.
2. ______)

3. High School ______________________________

4. ____ (1) Male ____ (2) Female

5.-6. School Division or District in which your parents reside.

5. ____ (1) Medicine Hat S.D.#76 (City)
____ (2) Medicine Hat Separate S.D.#21
____ (3) Medicine Hat S.D.#4 (Rural)
____ (4) Redcliff S.D.#2283
____ (5) County of Newell #4
____ (6) County of Forty Mile #8
____ (7) Bow Island Separate S.D.#82
____ (8) Brooks S.D. #2092
____ (9) Ralston S.D. #4981
6. ____ (1) Acadia S.D.#8
____ (2) Other (please specify) ______________________

7. Grade in which you are presently registered:

____ (1) Grade XI
____ (2) First year Grade XII
____ (3) Second year Grade XII
____ (4) Other (please specify) ______________________

8. Which of the following high school programs are you pursuing?

____ (1) Three-year university matriculation
____ (2) Four-year university matriculation
____ (3) General high school diploma
____ (4) Business diploma
____ (5) Technical-vocational diploma
____ (6) Industrial-vocational diploma
____ (7) Other, (please specify) ______________________________

9. Are your plans concerning what to do after high school

____ (1) Very definite ____ (3) Indefinite
____ (2) Fairly definite ____ (4) Very indefinite

10. Have you discussed your plans with your parents?

____ (1) Yes ____ (2) No

11. If your answer to "10" is yes, what degree of approval of your plans have they shown?

____ (1) Complete approval ____ (3) Hesitancy
____ (2) Approval ____ (4) Disapproval

12. Do you feel that you need further vocational counselling? (i.e., a chance to discuss your choice of vocation with someone)

____ (1) Yes ____ (2) No

13. Do you feel that you need further educational counselling? (i.e., an opportunity to discuss your educational plans)

____ (1) Yes ____ (2) No

14-23. From the list which follows please check the one item which best describes the kind of occupation you would like to pursue. Please note that the occupations under 14-17 generally require university education for preparation. Many of the remainder of the occupations require preparation at a junior college, institute of technology or private post-secondary institution.

14. ___(1) Literature, writing, journalism
___(2) History
___(3) Geography
___(4) Economics
___(5) Sociology
___(6) Anthropology
___(7) Political science
___(8) Public administration
___(9) Languages
15. ___(1) International studies
___(2) Music
___(3) Art
___(4) Other fine arts (theatre,ballet)
___(5) Mathematics
___(6) Chemistry
___(7) Physics
___(8) Biology
___(9) Biochemistry
16. ___(1) Geology
___(2) Metallurgy
___(3) Forestry
___(4) Agriculture
___(5) Engineering
___(6) Architecture
___(7) Law
___(8) Medicine
___(9) Theology
17. ___(1) Dentistry
___(2) Nursing
___(3) Pharmacy
___(4) Education - elementary route
___(5) Education - secondary route
___(6) Physical Education
___(7) Social work
___(8) Computer science
18. ___(1) Recreation, sports
___(2) Community leadership
___(3) Corrections, criminology
___(4) Civil Service (government)
___(5) International service
___(6) Defence services
___(7) Social surveys & research
___(8) Town planning (or regional)
___(9) Broadcasting (radio, TV)
19. ___(1) Draftsmanship (architectural)
___(2) Draftsmanship (engineering)
___(3) Surveying technology
___(4) Structural technology
___(5) Mechanical (industrial machinery) technology
___(6) Automotive technology
___(7) Aeronautics technology
___(8) Electronics technology
___(9) Data Processing, computers
20. ___(1) Agribusiness
___(2) Agriculture technology
___(3) Minerals, gas,oil technology
___(4) Chemical & metallurgy technology
___(5) Lab.technician, medical
___(6) Lab.technician, chemistry
___(7) Lab.technician (other)
___(8) Dental Technician
___(9) Physiotherapy (rehabilitation
21. ___(1) Home Economics (interior design, seamstress, etc.)
___(2) Accounting
___(3) Secretarial studies
___(4) Business management
___(5) Personnel work, industrial relations
___(6) Hotel, restaurant management
___(7) Tourist, travel business
___(8) Retailing, salesmanship
___(9) Advertising, marketing
22. ___(1) Credit management
___(2) Business research
___(3) Commercial art
___(4) Insurance
___(5) Banking, investment
___(6) Real estate
___(7) Building trades (apprenticesh
___(8) Printing trades (apprenticesh
___(9) Other trades (apprenticeship
23. ___(1) Family store
___(2) Family farm
___(3) Other (please specify)
____

24. If you obtain your high school diploma, or matriculation, which of the following would be your preference?

____ (1) To attend a university in Alberta
____ (2) To attend a university elsewhere
____ (3) To take a university transfer program at Medicine Hat Junior College
____ (4) To take a vocational program (Business Administration, secretarial science, community leadership, a technology, etc.) at Medicine Hat Junior College.
____ (5) To take a university preparatory program (a program consisting of courses equivalent to Grade XII matriculation but not requiring departmental exams) at Medicine Hat Junior College.
____ (6) To attend some other junior college
____ (7) To attend an Institute of Technology, private business school, nursing school or vocational training center.
____ (8) To get employment
____ (9) Other (please specify) ________________________________

25. If you checked (4) for question 24, please indicate the nature of the vocational program you prefer.

____ (1) A one-year terminal program
____ (2) A two-year terminal program
____ (3) A transfer program to an Institute of Technology
____ (4) A two-year transfer program to various universities in the U.S.
____ (5) An apprenticeship program.

If you checked (3), (4) or (5) for question 24 please answer question 26-38. If not, proceed to question 39-50.

26-38. Please indicate the most important reasons for your choice to attend Medicine Hat Junior College by ranking the items below, i.e., mark the most important reason "1", the next most important "2", etc. ANY ITEM WHICH IS NOT A REASON FOR YOUR CHOICE SHOULD BE LEFT BLANK.

26. ___ Tuition costs are lower than at most universities or Institutes of Technology;
27. ___ Classes at junior college may be smaller than at university;
28. ___ Board and room is generally less in Medicine Hat than at other universities, colleges or institutes;
29. ___ It allows one to live at home while attending college;
30. ___ I expect more opportunity for participation in sports and social activities;
31. ___ It provides for an easier transition from high school to university;
32. ___ I feel I can get better instruction at junior college than at a university or Institute of Technology;
33. ___ My friends are planning to attend or are attending Medicine Hat Junior College;
34. ___ My parents insist that I attend Medicine Hat Junior College;
35. ___ The program I am interested in is not offered elsewhere;
36. ___ The College was recommended by teachers, principal, guidance counsellor, former students, etc.
37. ___ I have relatives or friends with whom I would live in Medicine Hat.
38. ___ Other (please specify) ________________________________

39-50. If you did not mark (3), (4) or (5) for question 24, please indicate the most important reasons for not choosing to attend Medicine Hat Junior College, by ranking the items below, i.e., mark the most important reason "1", the next most important reason "2", etc. ANY ITEM WHICH IS NOT A REASON FOR YOUR CHOICE SHOULD BE LEFT BLANK.

39. ___ I want to go away from home to attend college;
40. ___ Medicine Hat Junior College does not offer the courses I am interested in;
41. ___ I feel I can get better instruction at some other college or university;
42. ___ I do not plan to further my education at present;
43. ___ Other universities and colleges are nearly as close to my home and just as appealing;
44. ___ I do not like to transfer at the end of one year. If the first two years of university were offered, I would attend Medicine Hat Junior College;
45. ___ I have to pay full fees since I am not a resident of a participating school division or district;
46. ___ I want to attend a college or university which operates on a semester basis;
47. ___ My friends are going to other colleges or universities;
48. ___ I have close relatives in another center with whom I will board;
49. ___ I want to attend the same college that a friend or member of the family attended;
50. ___ Other, please specify ____________________

51. If you were able to go to college or university and had the following options, which would you prefer?

____ (1) To commute daily from home;
____ (2) To live in a student residence;
____ (3) To board in the college community;

52. If you prefer to commute, how far would you be willing to travel (round trip) daily?

____ (1) Up to twenty miles;
____ (2) Up to thirty miles;
____ (3) Up to forty miles;
____ (4) Up to sixty miles;
____ (5) Up to one hundred miles.

53-54. If you do not complete the high school program you are pursuing after three years (four years if you are on a four-year matric program), what will you likely do?

53. ___ (1) Return to high school for another year or semester to complete matric;
___ (2) Return to high school to complete a non-matric program;
___ (3) Enter a technical institute, private business college or nursing school;

53. ___ (4) Take a university preparatory program (a program consisting of courses equivalent to Grade XII matriculation courses but not requiring a departmental exam) at Medicine Hat Junior College;
___ (5) Take a university preparatory program at some other college;
___ (6) Take combined university and matriculation deficiency program at Medicine Hat Junior College;
___ (7) Take combined university and matriculation deficiency program at some other college;
___ (8) Take a vocational program (business, secretarial, technician, etc.) at Medicine Hat Junior College;
___ (9) Take a vocational program at some other institution;

54. ___ (1) Take a vocational preparation program (a one-semester program designed to give students sufficient knowledge in high school math, science and English to gain entrance to a technology program or a trade program at college or at an institute of technology) at Medicine Hat Junior College;
___ (2) Take a vocational preparation program at some other institution;
___ (3) Terminate your education for the time being;
___ (4) Apprenticeship with short courses at Medicine Hat Junior College;
___ (5) Other (please specify) ______________________________

55. Would you say that your high school grades have been

___ (1) Mostly A's
___ (2) More A's than B's
___ (3) Mostly B's
___ (4) More B's than C's
___ (5) Mostly C's
___ (6) C's and D's
___ (7) Mostly D's

56. Please check the classification which best describes your father's (or your mother's, if she alone works to support your family) occupation:

___ (1) Professional (e.g., engineer, teacher, doctor);
___ (2) Technical (e.g., industrial technician, lab technician);
___ (3) Managerial (e.g., store manager, sales manager);
___ (4) Clerical and sales (e.g., secretary, salesman);
___ (5) Skilled craftsman (e.g., machinist, carpenter, baker);
___ (6) Laborer (e.g., construction worker, industrial worker);
___ (7) Farmer;
___ (8) Other, (please specify) ______________________________

57. What is the highest level of education your father completed? (or mother if she alone works to support your family)

___ (1) Grade 8 or less;
___ (2) Some high school;
___ (3) Graduated from high school;
___ (4) Business, technical or trade training;
___ (5) Some university;
___ (6) One or more university degrees.

58. How many persons are there in your family living at home, and dependent on your family income (include yourself, parents, relatives).

___ (1) Three or less
___ (2) Four
___ (3) Five
___ (4) Six
___ (5) More than six

59. In which bracket, approximately, is your total family income? (i.e., the income of both parents, if both work).

___ (1) Under $2000 a year
___ (2) Between $2000-$3000 a year
___ (3) Between $3000-$4000 a year
___ (4) Between $4000-$5000 a year
___ (5) Between $5000 and $6000 a year
___ (6) Between $6000 and $7000 ayear
___ (7) Between $7000 and $8000 a year
___ (8) More than $8000 a year.

60. The number of your brothers or sisters who have attended, or are attending, Medicine Hat Junior College is:

___ (1) None
___ (2) One
___ (3) Two or more.

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